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ABSTRACT

This sourcebook was developed to assist in systematically integrating persons with autism into the community. It offers practical methods and considerations in assessing student and family interests and needs, assessing community resources to meet the needs, and assessing students in community sites. Based on the assessments, individual student plans with goals and objectives are developed. Based on the goals and objectives, an individualized task analysis is then developed. The objectives are activity-based and reflect the domains of work, leisure, and personal management as well as the specific areas of communication and social interaction. The sourcebook contains such sample forms as an assessment of social skills/communication, survey of community resources, site-specific community survey, site specific assessment, individual assessment, task analysis, and behavior plan. (JDD)

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TEACHING COMMUNITY SKILLS AND BEHAVIORS

To Students with Autism
or
Related Problems of Communication and Social Interaction

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ACKNOWLEDGEMENTS

There are many influences in the development of each of our philosophies. The development of this sourcebook was primarily influenced by the experience of working with a group of secondary students with autism. They taught each of us a great deal. Although they had failing experiences in their home school systems, they responded to the individualized community-based and functional approach presented in this book where success became the key ingredient for them and for the staff.

Tracy, Chris, Joey, Kristy, Michael, John, David, Keith, Caroline, Joey and Mendy are some of the young people who helped shape this sourcebook, and helped us realize that communicative interaction and the cues and subtleties of social interaction had to be the central focus of a community-based program. We thank all of you!

Parents let us know what they thought was important. Community people asked for information and accepted, taught, and advocated for the young people. All of them added to the information in this sourcebook. Our colleaques, and audiences helped through discussions, feedback, and editing.

The graphics are the creative work of Judy Brookhiser, who also did the computer work on the tracking system. We owe the style to her!

Ellen Fleener typed countless drafts and never believed we would stop revising long enough to let anyone read it. We will continue to revise, because movement and change are necessary to progress. However, we are ready to share this much with you and encourage you to revise and individualize to meet your students' needs.

Our hope is that this sourcebook will help improve the quality of life for people with autism and encourage everyone to believe that people with autism can participate in community life if given the opportunity, instruction, and support they need. We believe the same techniques apply to younger children. The environments and adaptations might differ, but if we begin early, children may be able to function with more independence when they become young adults.

Enjoy using the sourcebook. Adapt it as you want and make it work for you and the people with autism whom you know and serve. We encourage you to give feedback and exchange ideas with the Indiana Resource Center for Autism. Have fun!

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TEACHING COMMUNITY SKILLS AND BEHAVIORS
To Students with Autism
or
Related Problems of Communication and Social Interaction

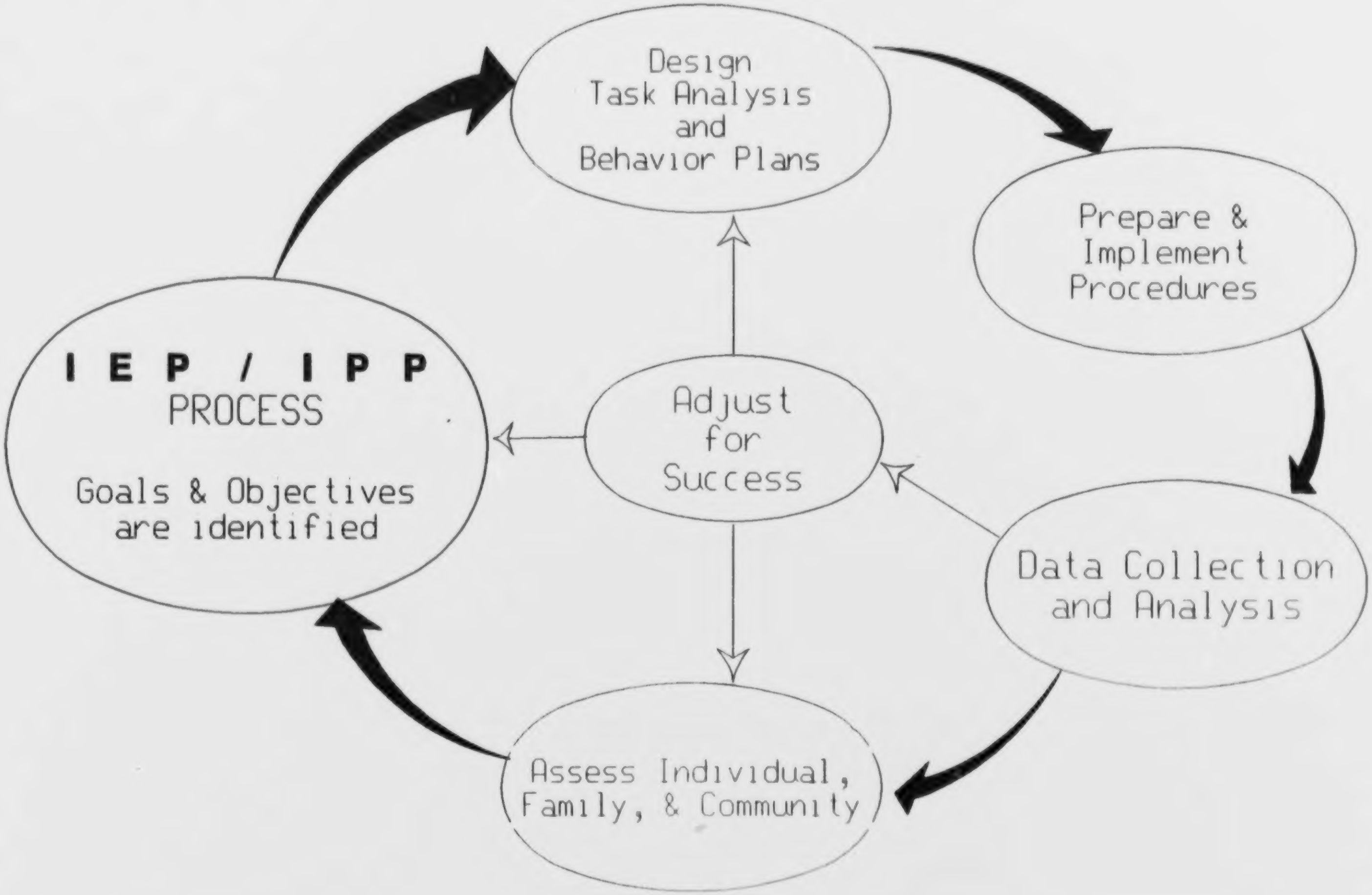
The Autism Program at the Institute for the Study of Developmental Disabilities has taught students with severe autistic behaviors to function in community sites for several years in the areas of recreation, work and personal management. Assessment materials, procedures and strategies have been developed that are applicable to teachers, service providers, and parents.

This sourcebook covers the circular process in successful community-based teaching emphasizing the needs of the person with autism and the philosophy of community integration. Practical methods and considerations in assessing student and family interests and needs, assessing community resources to meet the needs, and assessing students in community sites are included.

Individual student plans with goals and objectives developed from the assessment, needs and interests; and the development of an individualized task analysis based on the program plan goals and objectives is the next step in the process. These objectives are activity based and reflect the domains of work, leisure and personal management as well as the specific areas of communication and social interaction. Implementation of objectives including preparation, the need to have plans and procedures in place to deal with interfering behaviors, and desensitization is included. Methods to keep accurate data and to analyze the data so that teaching methods can be adjusted to encourage growth of independence and success follow. Assessment is on-going. Before new objectives are designed, the compiled data is reviewed, another site-specific assessment is completed, incidental learning is documented, and priorities are set for the next Individual Plan. Maintenance and generalization are part of the entire process.

This sourcebook has been developed to provide a viable way for those who work with persons with autism to integrate their learners into the community more systematically. Because this packet will be used by a variety of people including service providers, teachers, and group home staff, the term "teacher" will refer to any person who uses this packet. The term "student" will refer to any person who is the learner in the community environment.

TEACHING COMMUNITY SKILLS AND BEHAVIORS



I E P / I P P
PROCESS

Goals & Objectives
are identified

Design
Task Analysis
and
Behavior Plans

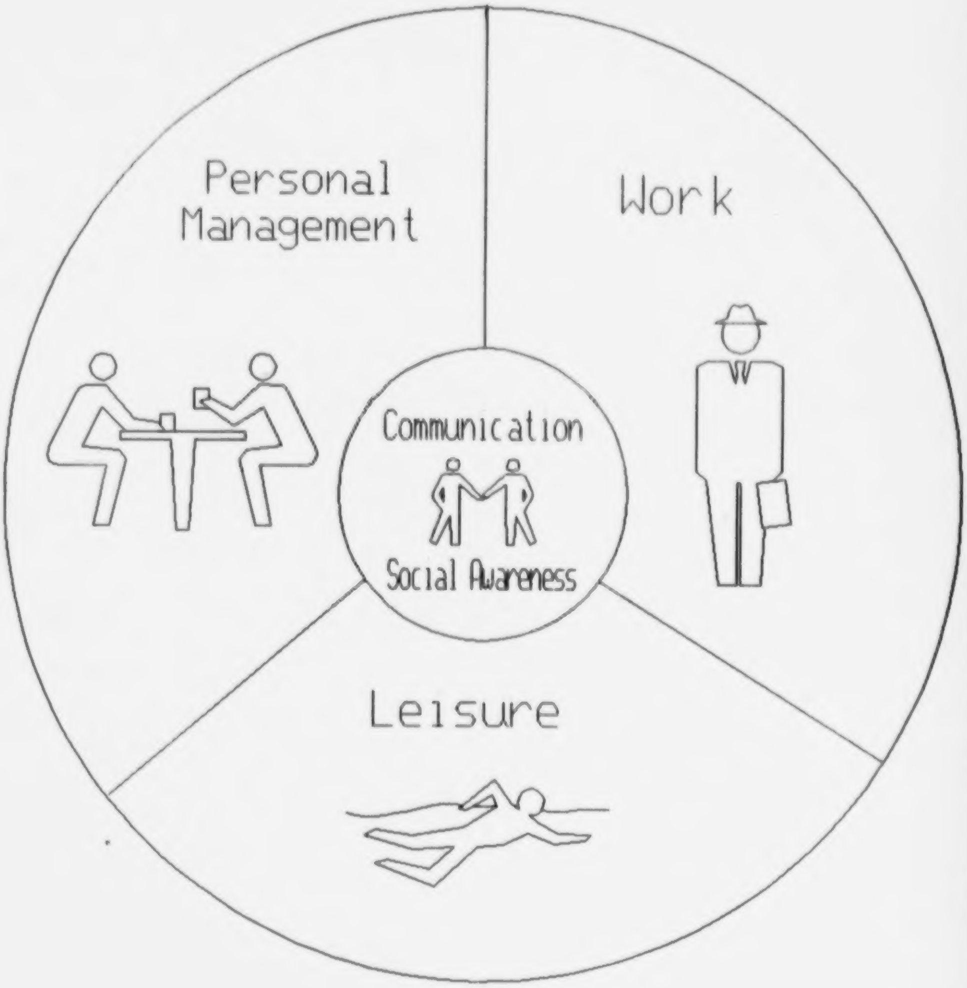
Prepare &
Implement
Procedures

Data Collection
and Analysis

Assess Individual,
Family, & Community

Adjust
for
Success

DOMAINS FOR DEVELOPMENT OF INDIVIDUAL PLANS


Personal Management
Work
Communication
Social Awareness
Leisure

MAINTENANCE AND GENERALIZATION

Plans for generalization and maintenance must be built into the entire process. The ultimate goal for the student is independence and integration into community activities. When an objective has been reached at an independent level, the student needs to practice it periodically to assure its maintenance and also to permit the student to enjoy success. Hopefully, the objectives that have been designed are functional to the student's life, so that skill will be practiced as part of daily living and be reinforced by the enjoyment of participation.

The plan for generalization should be part of the assessment, design, and implementation process. Generalization is planned into the process through teaching across places, people, activities and cues. Eating at a fast food restaurant requires practice at several restaurants to learn the different methods of ordering, handling trays and trash, getting ketchup and napkins, and adapting to the various environmental stimuli. Using a vending machine requires use of a variety of machines in numerous locations until the student is adept enough to handle a new machine in a new situation. When the student successfully learns to generalize the skills and behaviors, the goal for independence becomes more attainable.

ASSESSMENT

The assessment process compiles all useful information about the student, his family, and the community for the purpose of designing a program that will be functional for the student, will be maintained and generalized, and will promote the growth of independence. Therefore, the process must be on-going and must be community-based. Knowing the strengths and weaknesses of the individual is important, but too often the skills that are demonstrated in the classroom or on standardized instruments do not give an accurate picture of the person's functioning in community settings. Communication, motor, and social interaction skills and behaviors must be considered when assessing in the community and strategies designed to ensure success.

This packet provides forms that are integrated through use of codes. Later, these codes are used on the task analysis forms that provide day to day data that encourages adjustments in teaching interventions. The forms are on a software computer disk that assists teachers or service providers in creating their own assessments. The forms can also be used without a computer.

The first form is titled ASSESSMENT. This is a general assessment that can be completed through interviewing parents and others or observing the student in various settings. The sample provided is Social Skills/Communication. Other general checklists can be inserted. A Home Life Checklist is available from the Resource Center.

The second set of surveys are family surveys of interests and participation in the home community. It is important to know what the family does in order to teach activities that are most likely to be maintained. A Community Menu form permits a survey to be done of all activities that might be available in a single community. The SITE SPECIFIC COMMUNITY SURVEY is used at each site that is being seriously considered as a training site, in order to assess the varied skills and behaviors that might be taught at that site and to provide an overview of information about the site for educational planning.

Compiling all the information gathered so far leads to the SITE SPECIFIC ASSESSMENT, which is completed at the site with the student. A complete analysis of any site can be put on this form. These analyses can be generated by teachers or can be obtained from published materials. It is helpful to do the assessment before the goals and objectives are agreed upon, but if this is not possible, the general activity goal can be agreed upon, with the specific objectives determined until after the site specific assessment has been completed at least twice.

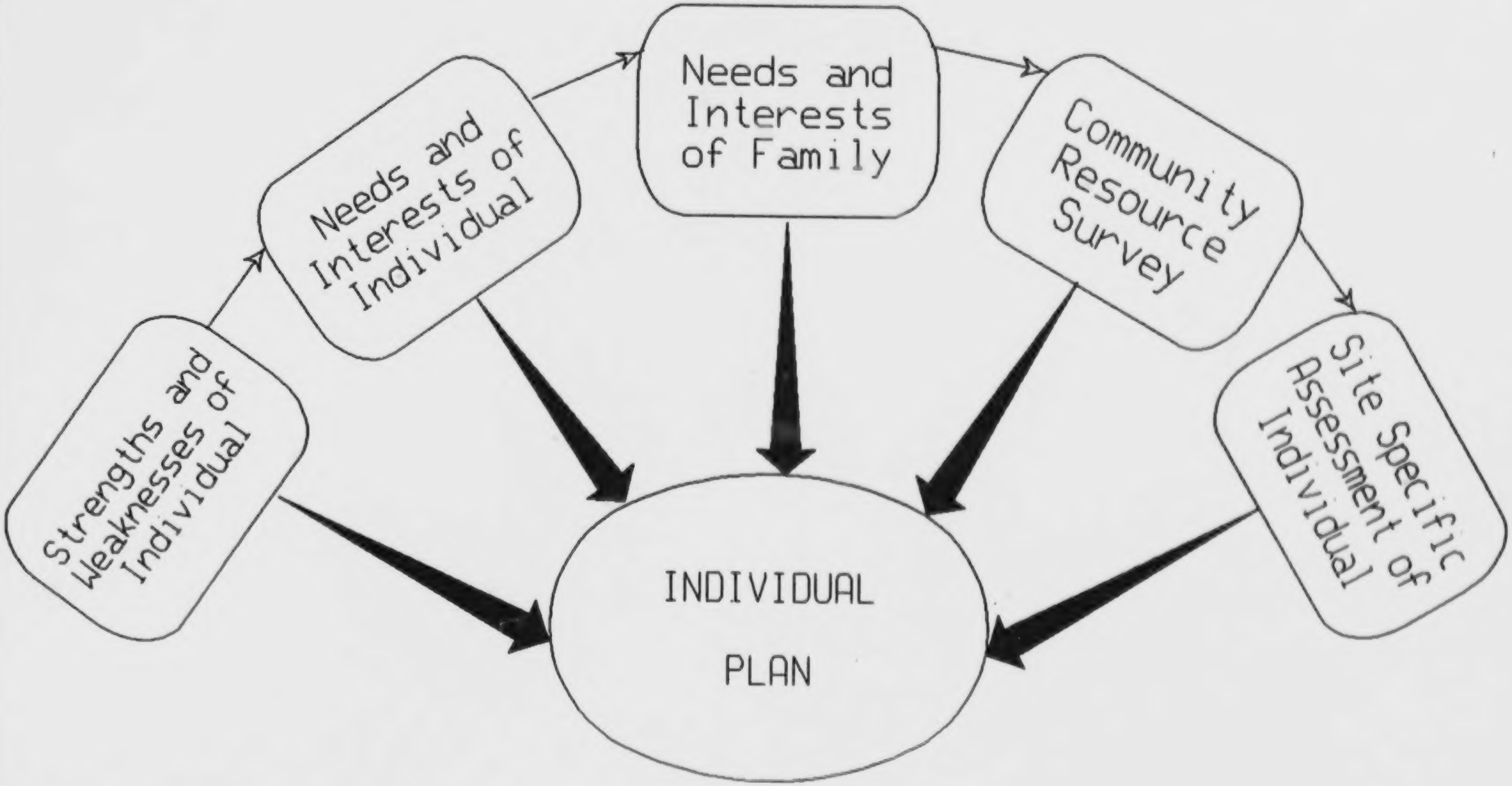
Another assessment form is available for optional use and is particularly helpful during the trial and adjustment period of starting a new site. The specific skills and behaviors to be worked on at the site are compiled from the site specific assessment, from the specific communication and social objectives for that students, and from the desires of the parents, teachers, and student. A task analysis is then designed for that site and assessment continues.

When adjustments are made, the measurable objectives are written and become the task analysis that is translated to the TASK ANALYSIS FORM. This form becomes the means of keeping data throughout the IEP/IPP period. The task analysis form is actually another way to assess on a continuing basis. Adjustments are made in teaching strategies, environments are altered, and cues are faded as the task analysis data are studied.

The SITE SPECIFIC ASSESSMENT should be completed periodically to find out what incidental learning has occurred and what other objectives should receive attention for teaching. By conducting this continuous assessment in the community sites, information is constantly being gathered and analyzed to suggest to parents, teachers and providers growth in the student's independence, and functional skills and behaviors so that severely handicapped students are truly integrated into community life.

COMMUNITY ASSESSMENT PROCESS

FOR AN INDIVIDUAL



Strengths and Weaknesses of Individual

Needs and Interests of Individual

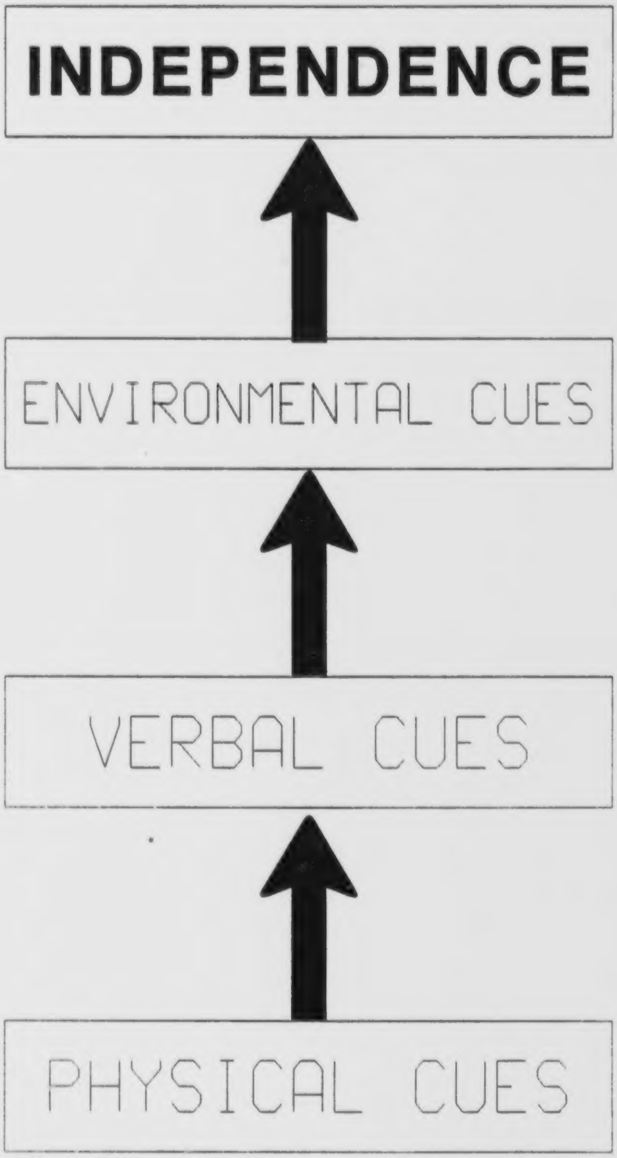
Needs and Interests of Family

Community Resource Survey

Site Specific Assessment of Individual

INDIVIDUAL PLAN

LEVELS OF CUEING



INDEPENDENCE

ENVIRONMENTAL CUES

VERBAL CUES

PHYSICAL CUES

INDEPENDENCE

Independence occurs when the student is performing the task on his own after having initiated it or after being given an initial cue to begin the task. Sometimes visual materials are helpful in guiding the student through the task and keeping him on task. The added visual aid does not diminish his independence but rather enhances his ability to perform the task more successfully on his own.

Example: Student A has a card with his order written on it. He reads his order to the cashier in McDonalds so that he is more focused on the task. This strategy helps Student A to speak louder as he tends to speak very softly.

ENVIRONMENTAL CUE

An environmental cue is any cue that teaches the student through non-physical means. Modeling a task for the student, performing the task next to the student, gesturing, and body language cues (such as turning in the direction the student needs to turn) are all environmental cues.

Example: Sitting beside Student A, the teacher takes a bite of sandwich, puts it down on the paper wrapper. Then Student A models this.

VERBAL CUES

Verbal cues are any verbal utterance, word, or statement made to the student by the teacher in the teaching process.

Example: "Take the tray to the trash can."

PHYSICAL CUES

Physical cues involve touching the student. A physical cue can be a hand guiding the student's hand or physically taking the student through the task.

Example 1: The teacher guides Student A's hand to the communication board to indicate that he is to use the CB.

Example 2: The teacher guides Student A through each weight machine routine in the weight room at the YMCA.

Directions for SOCIAL SKILLS/COMMUNICATION ASSESSMENT

The following assessment identifies social and communication skills which most of us take for granted. We know that deficits in these skills are inherent to the disorder of autism. These skills are also extremely challenging to assess and teach.

This assessment should be completed by a team composed of parents, service providers, peers or whoever knows the student from a number of different situations.

The far left column (rating) is where the team rates which skills they feel should receive priority in the coming months. This assessment is general across multiple settings. The priorities will be adapted to specific sites/activities. Note that the small column to the right of the description is for a cue code and frequency indication. The next, larger column is for comments.

SAMPLE

ASSESSMENT

NAME: Student A ID #: 50

CUE CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

FREQUENCY CODE:
2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING
* primary skill for person

RAT-ING	TITLE: SOCIAL SKILLS/COMMUNICATION DESCRIPTION	DATE: 9/7/87 CUE CODE FCODE	COMMENTS	DATE: ___/___/___ CUE CODE FCODE	COMMENTS
	INTERPERSONAL INTERACTION Makes eye contact in a one-to-one situation.	1 VC			
	Responds to interaction by another person (verbal, facial expression, motor response).	1 VC			
	Approaches and requests attention in appropriate ways.	1 VC			
	Maintains contact when spoken to.	1 VC			
	Maintains contact with peers in a leisure situation.	1 VC			
	Discriminates appropriately between familiar and unfamiliar persons.	1 I	Sometimes talks to Strangers.		
	Shows a preference for certain persons over others.	1 I			
	AFFECTIVE/EMOTIONAL Expresses anger/frustration/sadness verbally.	1 I			
	Expresses pleasure, happiness verbally.	1 I			
	Labels basic feelings of others (anger, sadness).	1 VC			
	Uses acceptable physical expressions of anger/frustration (hits pillow, stamps foot, etc.).	1 VC	Sometimes laughs when mad.		
	Uses acceptable physical expressions of happiness/excitement (clapping, etc.).	2 EC			
	Shows concern for feelings of others by comforting them or inquiring about others' feelings.	0			
	Expresses affection for another person verbally.	0			
	Uses acceptable physical expressions of affection.	PC			

ASSESSMENT

NAME: ___________________________

ID #: 50

CUE CODE:

SK = Skipped, not done (comment should give reason)

I = Independent

EC = Environmental cue

VC = Verbal cue

PC = Cue that involve touching student

R = Refused

FREQUENCY CODE:

2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING

+ primary skill for person

TITLE: SOCIAL SKILLS/COMMUNICATION

RAT-ING	DESCRIPTION	DATE:___/___/___ CUE CODE FCODE	COMMENTS	DATE:___/___/___ CUE CODE FCODE	COMMENTS
	INTERPERSONAL INTERACTION				
	Makes eye contact in a one-to-one situation.				
	Responds to interaction by another person (verbal, facial expression, motor response).				
	Approaches and requests attention in appropriate ways.				
	Maintains contact when spoken to.				
	Maintains contact with peers in a leisure situation.				
	Discriminates appropriately between familiar and unfamiliar persons.				
	Shows a preference for certain persons over others.				
	AFFECTIVE/EMOTIONAL				
	Expresses anger/frustration/sadness verbally.				
	Expresses pleasure, happiness verbally.				
	Labels basic feelings of others (anger, sadness).				
	Uses acceptable physical expressions of anger/frustration (hits pillow, stamps foot, etc.).				
	Uses acceptable physical expressions of happiness/excitement (clapping, etc.).				
	Shows concern for feelings of others by comforting them or inquiring about others' feelings.				
	Expresses affection for another person verbally.				
	Uses acceptable physical expressions of affection.				

ASSESSMENT

NAME: ____________________________ ID #: 51

CUE CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

FREQUENCY CODE:
2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING
* primary skill for person

TITLE: SOCIAL SKILLS/COMMUNICATION

RATING	DESCRIPTION	DATE: ___/___/___ CUE CODE FCODE	COMMENTS	DATE: ___/___/___ CUE CODE FCODE	COMMENTS
	Recognizes appropriate times for expressing affection.				
	Gives compliments to others.				
	Accepts compliments from others graciously.				
	Recognizes humorous joking or teasing.				
	Expresses pride in accomplishments.				
	PEER GROUP INTERACTION Expresses enjoyment of interactions (smiles, laughs at appropriate times).				
	Greets peers using names and eye contact				
	Follows greeting with conversational phrase (How are you?, etc.).				
	Stands need peers and shows interest in their activities by looking at them, smiling, etc.				
	Asks to join an activity and accepts answer.				
	Responds positively when others join activity (smiling, greeting).				
	Asks a peer to join in an activity.				
	SOCIAL COMMUNICATION Opens conversation with relevant questions/comments.				
	Answers questions during conversation.				
	Asks conversational questions.				

ASSESSMENT

NAME: ________________________ ID #: 52

CUE CODE:
SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

FREQUENCY CODE:
2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING
* primary skill for person

TITLE: SOCIAL SKILLS/COMMUNICATION

RATING	DESCRIPTION	DATE: ___/___/___ CUE CODE FCODE	COMMENTS	DATE: ___/___/___ CUE CODE FCODE	COMMENTS
	Takes turns without interrupting or monopolizing conversation.				
	Listens attentively to person speaking.				
	Maintains appropriate eye contact during conversation.				
	Stands appropriate distance away when speaking to another person.				
	Stays with the topic at hand.				
	Acknowledges comprehension of what is said (nodding, etc.).				
	Uses a pleasant tone of voice at an acceptable, normal volume.				
	Uses "please" and "thank you" appropriately.				
	Apologizes when a mistake is made.				
	Uses "excuse me" appropriately.				
	Greets others appropriately.				
	Asks for help when needed.				
	Asks for information when needed.				
	Gives personal information upon request.				
	Offers help to others.				

21

ASSESSMENT

NAME: ___________________________

ID #: 53

CUE CODE:

SK = Skipped, not done (comment should give reason)

I = Independent

EC = Environmental cue

VC = Verbal cue

PC = Cue that involve touching student

R = Refused

FREQUENCY CODE:

2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING

* primary skill for person

TITLE: SOCIAL SKILLS/COMMUNICATION

RAT-ING	DESCRIPTION	DATE: ___/___/___ CUE CODE FCODE	COMMENTS	DATE: ___/___/___ CUE CODE FCODE	COMMENTS
	Responds appropriately when introduced.				
	Introduces one person to another.				
	Answers the door appropriately.				
	Answers the phone appropriately and relays a simple message.				
	Makes phone calls using learned conversation skills.				
	PEER GROUP INTERACTION Asks a peer to do something together at a later time (sets time, place, etc.).				
	Accepts refusal graciously or asks for another time.				
	Initiates conversation by standing proper distance from person making eye contact, using conversational opener,etc				
	Asks questions of peers.				
	Offers information about self to peers.				
	Talks about relevant topics.				
	Sticks to the topic of conversation.				
	Elaborates on answers to questions.				
	Asks open-ended conversational questions				
	Takes turns at activities, shares materials and equipment.				

ASSESSMENT

NAME: ___________________________ ID #: 54

CUE CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

FREQUENCY CODE:

2= MOST of the time, 1 = SOME of the time, 0 = NEVER

RATING

* primary skill for person

TITLE: SOCIAL SKILLS/COMMUNICATION

RATING	DESCRIPTION	DATE: ___/___/___ CUE CODE FCODE	COMMENTS	DATE: ___/___/___ CUE CODE FCODE	COMMENTS
	Helps decide fairly "who goes first", accepts decision.				
	Offers help when needed.				
	Responds to requests for help.				
	Accepts winning and losing graciously.				
	Compliments others.				
	Accepts compliments from others graciously.				
	Checks self for grooming in the mirror before going out in public.				
	Wears hair combed neatly in an acceptable style.				
	Face is clean.				
	Body is clean, without body odor.				
	Clothes are clean and fit.				
	Clothes are acceptably stylish.				

COMMUNITY MENU

RESTAURANTS

FAST FOOD:

SIT DOWN:

CAFETERIA:

TRANSPORTATION:

SPECIAL ACTIVITIES

VACATIONS

HOTELS:

24

COMMUNITY MENU (CONT)

SHOPPING

CONVENIENCE:

GROCERY:

MALLS:

CLOTHING:

VARIETY STORES:

MISCELLANEOUS

BANKS:

BARBERS:

LIBRARIES

MOVIE THEATERS:

ARCADES:

Directions for SURVEY OF COMMUNITY RESOURCES Form

The following survey of community resources is to be completed by the family and then the persons responsible for programming.

The parents fill this out concerning their home town and their interests. The survey could be sent home with the student.

The teacher or service provider fills this out concerning the area in which the student lives or goes to school or work.

The student should also fill one out if s/he is able.

These are then used to determine the environments which need to be assessed and considered in the student's individual plan.

MCL CAFETERIA

SURVEY OF COMMUNITY RESOURCES

Any blank can have 1, 2, or 3 marks.
Mark `X' by the restaurants that are available in your community.
Mark ` ' by the restaurants where you eat.
Mark an "S"by the restaurants where the student likes to eat.

_____McDonald's
_____Wendy's
_____Burger King
_____Kentucky Fried Chicken
_____Hardee's
_____Bob Evans
_____Denny's
_____Bonanza
_____Pizza Hut

_____Dairy Queen
_____Arby's
_____Rax
_____Taco John's
_____Taco Bell
_____Ponderosa
_____Waffle House
_____Po Folks
_____Red Lobster

_____Chi Chi's
_____Other_____________
_____Other_____________
_____Other_____________
_____Other_____________
_____Other_____________
_____Other_____________

Mark `X' by transportation systems available in your community.
Mark ` ' by transportation system your family uses.

_____public bus
_____taxi

_____family car
_____other__________________________________

_____subway

Mark `X' by the food stores located in your community.
Mark ` ' by the food stores at which your family shops.

_____Village Pantry
_____7-11
_____Kroger's
_____Jewel

_____Lowell's
_____Marsh
_____IGA

_____Other____________
_____Other____________
_____Other____________

Mark `X' by the variety stores located in your community.
Mark ` ' by the variety stores at which your family shops.

_____Zayres
_____K-Mart

_____Target
_____Hills

_____Other______________________
_____Other______________________

Survey (cont)

Mark ‘X' by activities that are available in your community.
Mark ‘ ' by activities your family/group home participates in.
Mark ‘O' by activities that the student watches or participates in.

_____library

_____football

_____basketball

_____boating

_____fishing

_____fitness trails

_____driving range

_____skiing

_____baseball

_____tennis

_____jogging

_____swimming

_____biking

_____barber/ hair salon

_____roller skating

_____visiting malls

_____bowling

_____arcades

_____concerts

_____carnivals

_____parties

_____ice skating

_____pot-luck suppers

_____miniature golf

_____movies

_____walks

_____bank

_____parks

_____bingo

_____church

_____visits

_____social dinners

Please add any information that may help in planning community integration activities for the student:

What community specific skills or behaviors need improvement? Some examples are: standing in line, locating items in store, choosing sizes of items, staying with adults, etc.

Does the student do work in the community or help you do work at home? Please list.

Are there places in the community where your the student might work? Please list.

SAMPLE

SITE SPECIFIC COMMUNITY SURVEY

Directions for Use: The SITE SPECIFIC COMMUNITY SURVEY is a guide for use at each community worksite designated as a target learning environment for the student. The form is generic to all sites; therefore, the user should add information as well as delete irrelevant areas as necessary during the survey.

Site: Newspaper Route

Contact person at facility: John Doe, District Manager

Address: 1234 E. 2nd, Anytown, Indiana

Telephone number: 812-555-1111

Agency contact person: Kim Smith

Agency evaluator: Tom Janes (Job Coach) and Kim Smith

Facility evaluator: John Doe, District Manager

Facility supervisor: John Doe, District Manager

Type of facility: Newspaper publication

TRANSPORTATION:

public bus ____ cost to: ____ from: ____
taxi ____ cost to: ____ from: ____
walk route Route: ____
car to site
other ____ See attached map of route.

Arrangements for: Make with group home manager, Sally Jones.

Required Skills for Transportation:

Communication skills: requests from customers; greetings.
Money Management: ____
Social skills: Smile at customers, move out of way of by passers.
Reading/Writing: house numbers, street names, paper name.
Time Management: must have finished by certain time.

PHYSICAL LAYOUT OF FACILITY:

Physical Layout: *spacious ✓ semi-spacious ___ congested ___
Counters: spacious ___ semi-spacious ___ congested ___

* located outside

Survey (cont)

List Distracting Factors such as mirrors, hanging beads, etc.: Leaves, people, cars, animals, children playing.

Entrances ___ how identified: ___
how accessible: ___
Exits ___ how identified: ___
How accessible: ___
Bathrooms ✓ how identified: none on route, one at corner
how accessible: gas station
location: corner 10th and Walnut

Days and Hours Available: List Times (crowded, semi-crowded, sparse crowd, class times, clientele)

	Time Open	Information
Monday:	Route must	There are
Tuesday:	be done by	only two
Wednesday:	5pm on	holidays when
Thursday:	Weekdays.	the newspaper
Friday:	|	isn't delivered:
Saturday:	Route must be	Christmas and
Sunday:	done by 7am on weekends.	Labor Day.

CLIENTELE OF FACILITY:

child ___ adults ___ general public ✓
teenagers ___ infants ___

Procedures Necessary for Participation:

✓ Wait
___ Sign In
___ Punch In
*✓ Use bathroom
___ Identify specific rooms
___ Stand in one area How long? ___
___ Sit in one area How long? ___

✓ Stand in line (at convenience store)
✓ Visual direction cues (street signs are parallel to street)
___ Hang up coat
___ Equipment/machine use
___ Lockers

*Only after route

Survey (cont)

Dangerous/hazardous areas (list): Streets, feedmill that is along the route.

Math/number skills required: Money use and recognition.

Self-Care Skills required: Neat appearance: hair combed, Clothes clean, fingernails clean.

Communication required: [✓ Receptive] Expressive

Key words/vocabulary required:

Discrimination skills required: Numbers, houses, days.

Social Skills required: Social greetings, staying on the correct side of the street, avoid walking into others.

Machines available from which to buy snacks: Pop machine at local convenience store.

Location of Telephone: Corner gas station

Dress Code: Casual, clothing appropriate for weather.

RULES/REGULATIONS OF FACILITY:

Must make deliveries by specified time.

Must be courteous to customers.

Must collect for newspaper by specified time.

SITE SPECIFIC COMMUNITY SURVEY

Directions for Use: The SITE SPECIFIC COMMUNITY SURVEY is a guide for use at each community site designated as a target learning environment for the student. The form is generic to all sites; therefore, the user should add information as well as delete irrelevant areas as necessary during the survey.

Site: ____________________

Contact person at facility: ____________________

Address: ____________________

Telephone number: ____________________

Agency contact person: ____________________

Agency evaluator: ____________________

Facility evaluator: ____________________

Facility supervisor: ____________________

Type of facility: ____________________

TRANSPORTATION:

public bus _____ cost to: _____ from: _____
taxi _____ cost to: _____ from: _____
walk _____ Route: ____________________
car _____
other _____ ____________________

Arrangements for: ____________________

____

Required Skills for Transportation:

Communication skills: ____________________
Money Management: ____________________
Social skills: ____________________
Reading/Writing: ____________________
Time Management: ____________________

PHYSICAL LAYOUT OF FACILITY:

Physical Layout: spacious ___ semi-spacious ___ congested ___

Counters: spacious ___ semi-spacious ___ congested ___

32

Survey (cont)

List Distracting Factors such as mirrors, hanging beads, etc.:

Entrances ___ how identified: ____________________
how accessible: ____________________

Exits ___ how identified: ____________________
How accessible: ____________________

Bathrooms ___ how identified: ____________________
how accessible: ____________________
location: ____________________

Days and Hours Available: List Times (crowded, semi-crowded, sparse crowd, class times, clientele)

Time Open Information

Monday: ____________________

Tuesday: ____________________

Wednesday: ____________________

Thursday: ____________________

Friday: ____________________

Saturday: ____________________

Sunday: ____________________

CLIENTELE OF FACILITY:

child _____ adults _____ general public _____
teenagers _____ infants_____

Procedures Necessary for Participation:

_____ Wait

_____ Sign In

_____ Punch In

_____ Use bathroom

_____ Identify specific rooms

_____ Stand in line

_____ Visual direction cues

_____ Hang up coat

_____ Equipment/machine use

_____ Lockers

_____ Stand in one area How long? ____________________

_____ Sit in one area How long? ____________________

Survey (cont)

Dangerous/hazardous areas (list): ____________________________________

____

Math/number skills required: ____

Self-Care Skills required: ____

____

Communication required: _____Receptive _____Expressive

Key words/vocabulary required: ______________________________________

Discrimination skills required: _____________________________________

Social Skills required: ____

____

Machines available from which to buy snacks: __________________________

____

Location of Telephone: ____

Dress Code: ____

RULES/REGULATIONS OF FACILITY:

____

____

____

____

Directions for SITE SPECIFIC ASSESSMENT

With compiled information from the previous surveys of the family, group home staff, student and/or teachers, determine which sites will receive concentration for each student then assess the student in each site before determining the IEP objectives.

Following is an assessment for a newspaper route. Utilize this form for the first two visits to the site. This will allow you to pinpoint specific objectives for the Individual Plan.

The rating at the top of the page should be completed after the assessment has been completed. The rating is used to prioritize skills necessary for the student to successfully participate in the activity.

SOCIAL SKILLS ASSESSMENT
⬇
SURVEY OF COMMUNITY RESOURCES
⬇
SITE SPECIFIC COMMUNITY SURVEY
⬇
SITE SPECIFIC ASSESSMENT

This form could be adapted and used for two students at a time.

SAMPLE

SITE SPECIFIC ASSESSMENT

NAME: Student A

ID #: 56

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RATING	DESCRIPTION	DATE: 9/30/86		DATE: 10/10/86	
		CODE	COMMENTS	CODE	COMMENTS
	Gets self up for route	I/EC	Alarm Clock.	I/EC	Alarm clock.
*	Dresses neatly in clean clothes	I		VC	To put on clean shirt.
*	Is ready for work on time	I		VC	
	Gets appropriate supplies	I/EC	All located in same place.	I/EC	Same
*	Gets outerwear appropriate for weather	VC	"Is it warm or cold? What do you need to wear?"	I	
*	Leaves for work on time	I		I	
	Transports self to work	SK	Van. Not possible to transport self	SK	
	Gets papers at site	I		I	
*	Unwraps papers	I		I	
	Discards plastic wrapping in appropriate place	VC	Threw in yard.	VC	
	Takes messages from paper bag if there are any	VC		VC	
	Reads message(s)	I		VC	Tried to give to staff.
	Adjusts number of papers if needed	VC	"How many papers do you need?"	VC	"How many papers do you need"
	Adjusts cards if needed	VC		VC	
	Rolls each paper	I		I	

SITE SPECIFIC ASSESSMENT

NAME: Student A

ID #: 57

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RATING	DESCRIPTION	DATE: 9/30/86 CODE	COMMENTS	DATE: 10/12/86 CODE	COMMENTS
*	Rubberbands papers	I		I	
	Indicates need to use plastic bags according to weather	VC	"When it rains what do you do?"	I	"It's not raining. No orange bags."
*	Counts papers	I		I	
	If not enough, buys number needed	SK		SK	
*	Puts all papers into newspaper bag	I		I	
*	Walks to first house on route	I		I	
	Reads each card before delivering paper	I		I	
	Matches house number to number on card	I		I	
	Reads numbers in written form	I		I	
	Reads other instructions on cards	VC	"What does the card say?"	VC	
*	Delivers paper to proper area (memorized or written on card)	I		I	
*	Delivers paper then moves on	I		I	
	Responds appropriately through action to customer request	VC	Put in box when customer asked him to bring it to the door.	VC	To bring to car.
	Refrains from out of bounds areas unless requested	VC	Tried to go inside when someone talked to him.	VC	Tried to go inside to use bathroom.
	Responds appropriately to social interchanges between worker and customer	VC	To say "Hi" when customer said "Hi"	VC	"Hi" to customer.

NAME: Student A **SITE SPECIFIC ASSESSMENT** ID #: 58

CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

RATING
* primary skill for person

TITLE: NEWSPAPER ROUTE

RATING	DESCRIPTION	DATE: 9 / 30 / 86		DATE: 10 / 12 / 86	
		CODE	COMMENTS	CODE	COMMENTS
	Walks on correct side of street	VC		I	
	Looks both ways	I		VC	
*	See traffic before crossing	I		VC	" Do you see cars?"
*	Uses sidewalk	VC	When there is a sidewalk.	VC	Can't distinguish when to walk on road and when not to.
	Initiates interactions with people along route	SK		SK	
*	If problems arise, gets help	VC		VC	
*	When finished, walks to designated area where transportation is located	I		I	
	Walks to telephone and phones for transportation	SK		SK	
	Buys a treat after the route	VC/EC		VC/EC	Template for money.
	Knows customers' names	SK	Not part	SK	Not
	Knows route number	SK	of	SK	part
	Knows name of circulation manager	SK	the	SK	of
	Phones circulation desk	SK	program	SK	program
	Orders new supplies	SK	yet.	SK	yet.
	Reports number of papers shorted	SK			

SITE SPECIFIC ASSESSMENT

NAME: Student A

ID #: 59

CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RAT-ING	DESCRIPTION	DATE: 9 / 30 / 86		DATE: 10 / 12 / 87	
		CODE	COMMENTS	CODE	COMMENTS
	Asks to be credited when shorted papers	SK		SK	
	Talks to customers on the telephone when there is a complaint	SK		SK	
	Takes missed papers to customers	VC	That he missed someone.	VC	
*	Knocks on door appropriately	VC	To knock only three times	VC	Same
	Waits appropriate amount of time before knocking again	VC		VC	
*	Knocks appropriately again	VC	To knock only three times	VC	Same
*	When the door is answered, greet appropriately	VC	To tell who he is.	VC	
	Gives paper to customer	I		I	
	Apologizes for error	VC	To say "I'm sorry I missed you."	VC	Same
	If no answer, leaves after second knock	VC		VC	
*	Identifies self to customer	SK	Another	SK	
*	Identifies that he/she is collecting for the newspaper	SK	Student is	SK	
*	Asks appropriately for payment	SK	doing the collecting	SK	
*	Identifies amount to be paid	SK	Portion of the	SK	
*	Accepts money	SK	route	SK	

Directions for INDIVIDUAL ASSESSMENT

Look at the rating column of the Site Specific Assessment. How many skills have been rated (*)? This rating denotes "this skill is a priority." These rated skills should now be transferred to the Individual Assessment as in the example on the next page. If there are more than fifteen steps, the student may be overloaded; therefore, it might be wise to prioritize again within these steps to determine a reasonable number of skills and behaviors to receive instruction.

Use this informal assessment for several trials to assure that correct prioritization of skills has been identified. Often after several visits to a site, what earlier was thought to be an area needing training is learned incidentally. Finally, realistic sub-objectives are identified for the student's individual plan.

SOCIAL SKILLS ASSESSMENT

⬇

SURVEY OF COMMUNITY RESOURCES

⬇

SITE SPECIFIC COMMUNITY SURVEY

⬇

SITE SPECIFIC ASSESSMENT

⬇

INDIVIDUAL ASSESSMENT

SAMPLE

INDIVIDUAL ASSESSMENT

NAME: Student A

ID #: 0

CODE:

SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

TITLE: Newspaper Route

CODE COLUMNS:

DESCRIPTION	DATES: 9/30/86	10/2/86	10/4/86	10/6/86	10/8/86	10/10/86
Dresses neatly in clean clothes	I	2VC	EC Sign	EC on door	EC "clean	EC clothes"
Is ready for work on time.	I	I	I	1VC	2VC	1VC
Wears outerwear appropriate for weather.	2VC	2VC	1VC	I	VC	I
Discards plastic bundle wrapper in appropriate place.	I	2VC	1VC	1VC	2VC	2VC
Takes messages from newspaper bundles.	1VC	1VC	I	I	1VC	I
Reads messages.	VC	VC	VC	VC	VC	VC
Adjusts # newspapers accordingly	PC	VC	VC	I	VC	VC
Uses plastic bags according to weather.	1VC	1VC	1VC	1VC	2VC	1VC
Follows instructions on delivery cards.	I	I	I	1VC	I	I
Refrains from going into out of bounds areas.	2VC	I	I	I	1VC	I
Responds to social interactions with customers.	1VC	1VC	1VC	1VC	1VC	1VC
Looks for oncoming traffic before crossing the street.	PC	1VC	1VC	1VC	1VC	1VC
Asks for help when needed.	I	1VC	I	1VC	1VC	I

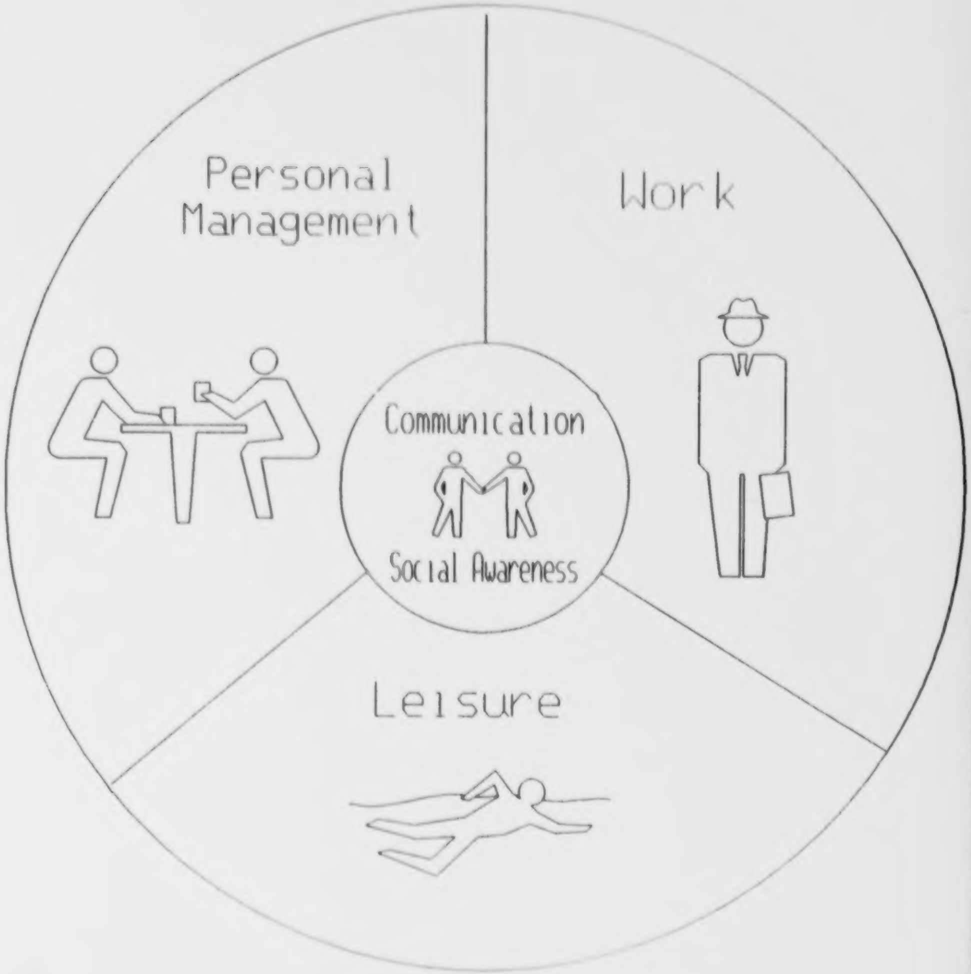
INDIVIDUAL PLAN DEVELOPMENT

The following section offers suggestions for negotiating a community-based individual plan. The three domains of leisure, work, and personal management are listed as general global goals along with the general areas of communication and social awareness, since all people with autism require special emphasis in these areas. It is conceivable that a student would have no needs for training in a particular area, such as personal management, if that area was covered completely through home or group home activities.

The major objectives under each goal are then stated as activities: where they will be done, how often, and any other variables that need to be considered. The minor and sub-objectives become the specific skills and behaviors that will receive the focus for training during each activity. Too often, students have many skills and behaviors to learn and become overloaded when staff focus on all of them at once. Chewing with your mouth closed might be very desirable, but often cannot be the focus in the beginning. It is even possible that skill might be learned incidentally. Staff must be certain that they have clearly stated expectations for what they are teaching each individual student and the procedures they are using to teach. Taking time to identify the specific objectives clarifies this. Individualization is essential.

The TASK ANALYSIS FORM is an easy way to record the task analysis that was designed from the specific objectives. The same code that was used on the assessment forms is on this form. Data can be recorded over five trials at the site. Teaching can be adjusted as the data are analyzed.

DOMAINS FOR DEVELOPMENT OF INDIVIDUAL PLANS


Personal Management
Work
Communication
Social Awareness
Leisure

DEVELOPMENT OF INDIVIDUAL PLAN

Sample of Community Based Goals:

I. The student will increase his independence in Service and Manipulative Jobs.
II. The student will increase his independence in Personal Management Areas.
III. The student will increase his independence in Leisure Activities.
IV. The student will increase his expressive, receptive and social Communication Skills.
V. The student will increase his independence in Social Awareness.

A. General Categories for Consideration Under Each Objective:
1. Site Specific
2. Communication
3. Self-Care and Hygiene
4. Transportation
5. Functional Academics
6. Physical Fitness
7. Home Life
8. Social Awareness

SAMPLE OF COMMUNITY ORIENTED OBJECTIVES AND SUB-OBJECTIVES

GOAL I: Student A will increase his independence in Service and Manipulative Jobs.

Major Objective: Student A will follow a routine for delivering newspapers five times per week.

Minor Objective: 1. Will follow a procedure for delivering newspapers with 95% accuracy 90% of the time.

Sub-objectives:
- a. will dress neatly in clean clothes.
- b. will be ready for work on time.
- c. will wear outerwear appropriate for the weather.
- d. will discard the plastic bundle wrapper in the appropriate place
- e. will take messages from the newspaper bundles.
- f. will read messages.
- g. will adjust the number of newspapers accordingly.

2. Will follow a procedure for delivering newspapers with 100% accuracy 90% of the time.
   - a. will follow instructions on delivery cards.
   - b. will stay out of out of bounds areas.
   - c. will look for oncoming traffic before crossing.

3. Will use appropriate communication with 80% accuracy 90% of the time.
   a. will respond appropriately to social interactions with customers.
   b. will ask for help when he needs it.

SAMPLE

000 TASK: NEWSPAPER ROUTE

STUDENT: STUDENT A

DATE TASK STARTED: 12/03/87

SK = skipped, not done (comment should give reason)

I = Independent

VC = verbal cue

EC = environmental cue includes modelling, gesturing, etc.

PC = cues that involve touching the student

R = refused

ACC/NUMB= if applicable enter the number accurate or a + or - for correct or not correct.

DATE___/___/___ TIME STARTED ___:___ TIME FINISHED ___:___

STEPS	SK	ACC/ NUMB	I	EC	VC	PC	R	ERRORS:
TOTALS: _______	__	____	_	_____	______	______	_	ONLY for taking SUMMARY DATA
1 neat, clean clothes								
2 Ready on time								
3 dress for weather								
4 plastic wrapper								
5 removes messages								
6 reads messages								
7 adjusts # papers								
8 uses bags if weather								
9 follows del. cards								
10 not out of bounds								
11 responds to people								
12 looks for traffic								
13 asks for help								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

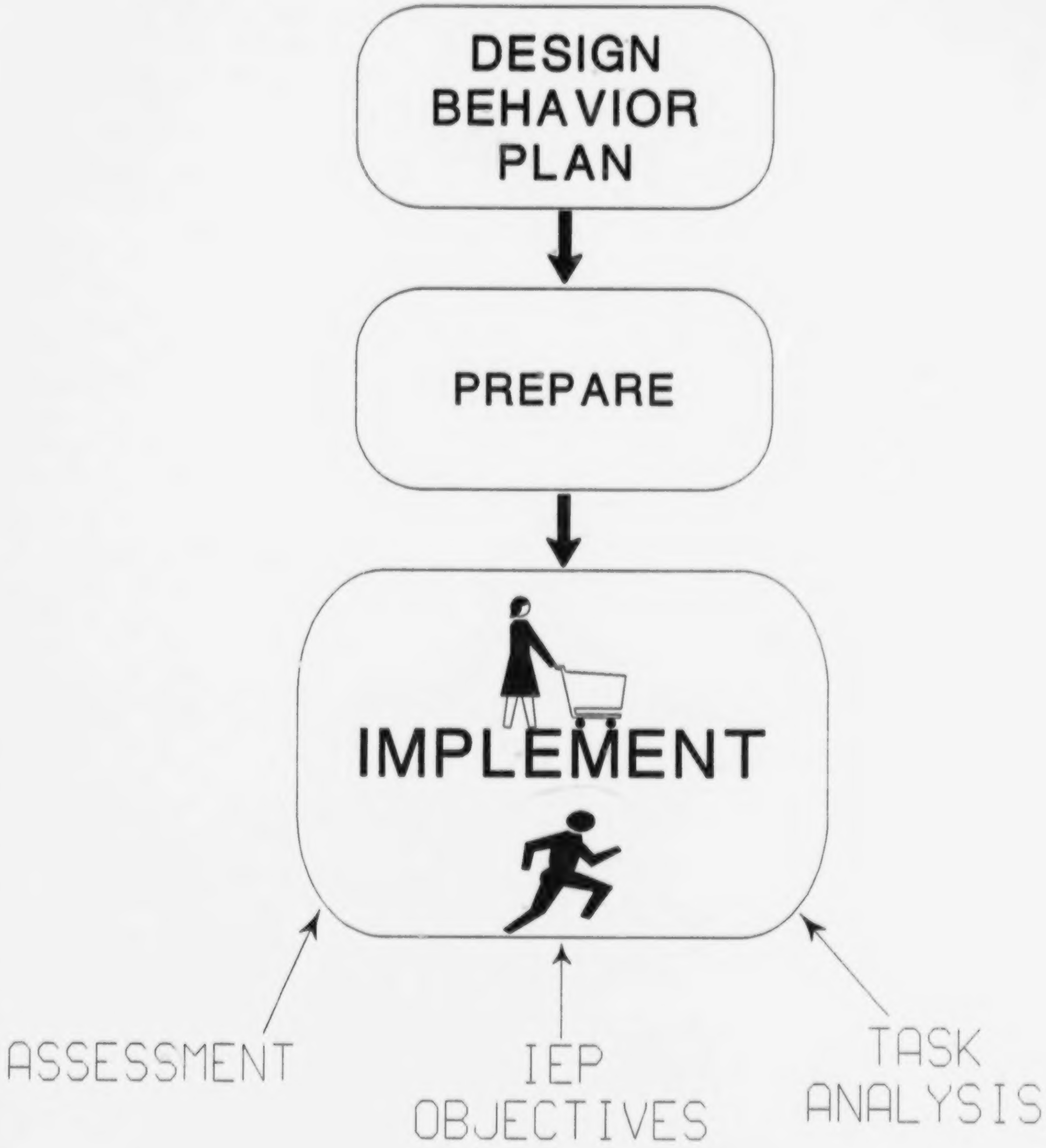
BACK OF TASK ANALYSIS FORM

000 Student(s): STUDENT A
TASK: NEWSPAPER ROUTE
OBJECTIVE:

STAFF SUBMITTING TASK:
TASK DESCRIP.:

STEP 1: Dresses neatly in clean clothes
KEYWORD 1: neat,clean clothes
STEP 2: Is ready for work on time
KEYWORD 2: Ready on time
STEP 3: Wears outerwear appropriate for weather
KEYWORD 3: dress for weather
STEP 4: Disgards plastic bundle wrapper in appropriate place
KEYWORD 4: plastic wrapper
STEP 5: Takes messages from newspaper bundle
KEYWORD 5: removes messages
STEP 6: Reads messages
KEYWORD 6: reads messages
STEP 7: Adjusts number of newspapers accordingly
KEYWORD 7: adjusts # papers
STEP 8: Uses plastic bags according to weather
KEYWORD 8: uses bags if weather
STEP 9: Follows instructions on delivery cards
KEYWORD 9: follows del. cards
STEP 10: Keeps away from out of bounds areas
KEYWORD 10: not out of bounds
STEP 11: Responds to social interactions with customers
KEYWORD 11: responds to people
STEP 12: Looks for oncoming traffic before crossing street
KEYWORD 12: looks for traffic
STEP 13: Asks for help when he needs it
KEYWORD 13: asks for help

PUTTING IT ALL TOGETHER



DESIGN BEHAVIOR PLAN

PREPARE

IMPLEMENT

ASSESSMENT

IEP OBJECTIVES

TASK ANALYSIS

IMPLEMENTATION

Volumes can be written about implementation. However, through the assessment and IEP process much prior planning has been accomplished. This section will briefly discuss some additional planning that needs to take place. Some of this planning will have been completed before community-based instruction is ever considered.

All staff and parents should agree that the philosophy of teaching functional skills and behaviors in community sites is one that is the right of students and the one that is most likely to build the independence that is needed to function in an integrated society. The degree of emphasis within the curriculum, the inclusion of various domains and skills, and the individualization of implementation must all be discussed and some kind of decision reached about each area of concern.

A list of considerations in the preparation process is next in the packet. Rules and regulations will vary from place to place, but all these steps must be thought through. Thorough preparation of teaching staff and staff at the sites should be part of the planning. Is an inservice needed? Who are the contact people? Do all teaching staff know the procedures, times of operation and rules of that site?

Often, students need to be desensitized to a site and to new procedures and equipment. This may have been part of the assessment phase. With many students it would be necessary to desensitize them before any specific objectives could be written. However, the objective can be written in the activity form only, until the student has had enough time to adjust to a site. It is important to offer new and different experiences and not to give up before the students have a chance to adjust and gain success. Remember that they can never choose to do something that they have never successfully experienced and they will never experience many community activities unless they are specifically taught.

For students who exhibit unpredictable behaviors, the behavior plan that is in effect in school should be adapted to each site. Sometimes, students behave better in the community, but sometimes new and different stimuli can be upsetting. Plans to deal with emergencies and with varied problems should be in effect and should be known by all. Keeping the plans updated and keeping the community informed is vital.

Scheduling all of the activities can be an overwhelming task. Grouping several activities together, grouping two or three students together, then deciding the days they will go to sites is the main task. Using staff effectively as well as recruiting peer tutors and volunteers may be necessary. There is no perfect answer. Some students may require two staff per one student the first and second time out because those students have had no community experiences. This degree of effort is definitely worth it. Every student should be given the opportunity, if at all possible.

STEPS IN TEACHING COMMUNITY SKILLS AND BEHAVIORS

PHILOSOPHY

A. Purpose and People's Rights
B. Maintenance and Generalization,
C. Teaching Methodologies for Independence
D. Understanding the Implications of Social and Communication Deficits

ASSESSMENT

A. Student's Strengths and Weaknesses
B. Family, Student Interests
C. Community Resources, Site Specific Assessments

PROGRAM PLAN

A. Student's IEP Goals and Objectives
B. Task Analysis
C. Individual Behavior Plan

PREPARATION

*see back

A. Transportation Issues
B. Liability Issues
C. Medical Issues
D. Facility Contact Steps
E. Staff Preparation
F. Scheduling Issues
G. Behavior Issues
H. Student Preparation

IMPLEMENTATION

With the above steps in place, a community based program is ready to be implemented.

EVALUATION

A. Student - Collection and analysis of data, task analysis, goals and objectives: Adjust as needed.
B. Facility - Feedback from both employees and facility clientele. Recognition of Agency
C. Staff - Feedback between supervisor and support staff
D. Future - longitudinal plan, consideration of staff training to meet student needs.

Sample Behavior Plan

Refusal/Avoidance Behaviors

Perseverates on saying he's upset
Pulls own hair
Pinches self

Environmental Plans

* Establish a consistent schedule.
* Avoid noisy, stimulating environments.
* Provide a quiet place to relax.

Positive Program Strategies

* Write out schedules.
* Practice relaxation techniques.
* Prepare and rehearse before activities - Use words/pictures.
* Have set times for "special talk time".
* Talk and demonstrate emotions/feelings.
* De-sensitize to new people and places.

Direct Treatment

* Reward specific behaviors on set intervals.
* Teach him to say, "I need a break." Reinforce.

Reactive Plan

* Redirect to, "Tell me you need a break" or redirect to "Take a break", student returns when calm.
* Redirect to sit quietly and relax.
* Ignore pulling hair and pinching self .

Site Specific Strategies: To be implemented after a desensitization process has taken place.

Student A's work rules are: Work quietly. Stay calm.

Student A is given a nickel for each house to which he delivers a newspaper while following the rules. The nickel is placed in a slot so that he can see that he received it but giving him the nickel does not interfere with his delivery. The job coach should communicate as little as possible with Student A as this tends to distract him. Nonverbal communication is most successful with Student A.

After the route is finished, Student A may choose where he would like to purchase a snack with the money he has earned.

DESENSITIZATION - to make less sensitive to a situation or object

A STRATEGY FOR INCREMENTAL REDUCTION OF STRESS ASSOCIATED WITH CHANGES IN ROUTINE/INTRODUCTION OF NEW STIMULI/OR REDUCTION OF FEARS IN INDIVIDUALS WITH AUTISM

The following are learning characteristics of some individuals with autism:

- negative reaction to changes in routine and environment
- overly selective to stimuli
- difficulty with unstructured time or waiting
- may not generalize skills to other areas or persons

Service providers wanting to broaden the repertoire of activities and interests in their clients/students must devise a systemmatic strategy to reduce the interference which will impede success. One method that has proven effective is called:

DESENSITIZATION

This term has been used to refer to the individualized, site and activity specific, sequencing of events and expectations around client participation in new activities and environments.

Example: Paper Route

First day	Drove around newspaper route area.
Second day	Tried on new newspaper bag, rolled some newspapers.
Third day	Followed another carrier on the route in car.
Fourth day	Walked the route with the carrier and staff. Helped roll and bag papers.
Fifth day	Walked route with carrier and staff. Given choice to help deliver papers. Delivered 5 papers.
Sixth day	Rainy day. Walked route wearing rain gear.
Seventh day	Walked route with carrier only.

This strategy can be implemented either over a two week period, going out every other day; or over a two month period going out once per week. Individualizing this plan may call for increases or decreases in frequency. This format can be adapted for use in other community settings, as well as in-house activities.

SAMPLE SCHEDULES

Sample 1: School

	Traditional	Community Based
12:30	Simulated Vocational Task - collating, stapling	Practice rolling, putting rubberbands on papers. Practice matching house numbers. Practice "greater than, less than" money skills using communication board.
1:15	Deliver mail to teachers' mailboxes Functional Academics - matching numbers - counting money	Pick up newspapers - roll, bag papers. Deliver papers.
1:45	Turn in pennies earned for snack	Buy snack - choice of convenience store or fast food restaurant - use money earned on route to buy snack

NEWSPAPER ROUTE: SAMPLE GENERAL PROCEDURE FOR ROUTE

Data: DATA IS TAKEN DAILY. Task Analysis forms can be put on the clipboard that is with newspaper supplies.

Attendance Form: Located on the clipboard. Mark whether the worker was present or absent and the amount of time spent on preroute and delivery.

Report of Contact Form: If there is a complaint, request for information or any communication between customer and job coach, a report of contact should be filled out and posted for all staff to read.

Targeted Behaviors: Target all behaviors on the targeted behavior forms provided on the clipboard.

Weekly Log: The weekly log is due each week by the job coach for his particular days. See the sample attached to the Weekly Log file.

Newspapers are dropped at Sue's house. The worker begins the route there and then walks back to the house when finished.

In case of rain, orange bags are put on the papers. Rain ponchos are available for the worker.

Newspapers must be delivered by 5:00pm weekdays and by 7:00am Saturday and Sunday.

SAMPLE

Worker Specific Procedure: Newspaper Route

Preroute Preparation Procedure: Before going on the newspaper route, Student A practices money procedures, matching numbers and one step verbal directions. Student A combs his hair and makes sure his clothes are neat and clean. Staff goes over his schedule with him. Student A chooses the store where he will buy his snack after the route. He chooses from 7-11, Village Pantry or McDonald's.

Paper Route Procedure: Student A is dropped off at Sue's house. He gets his materials from the styrofoam cooler in the garage. He unwraps the papers, throwing the plastic away in the proper place. He reads his messages and adds customers to his cards or deletes them as indicated by the message. Student A counts his cards, then his newspapers. If they don't match, he either takes paper(s) from the pile or he buys the number he needs (see procedure below).

Student A rolls and rubberbands his newspapers, then puts them in his carrier bag. If the weather is windy, snowy or rainy, the orange plastic bags are used. Ask Student A daily, "What is the weather like today?" Then ask, "Do you need to use plastic bags?"

Once all of the newspapers are ready, Student A walks to his first house and begins delivering. If there are new houses or dropped houses, these should be pointed out to Student A.

If a customer talks to Student A or requests the paper while he is delivering, Student A should do as the customer requests. He may need to be cued to do this as this will be a variance in procedure and may be difficult for him.

When all papers are delivered, Student A walks back to Sue's house where he puts all materials away. He is paid and then goes to 7-11, Village Pantry or McDonald's to buy a snack of his choice.

Street Crossing Procedure: At each crosswalk or alley, Student A should stop and look both ways. He should tell staff "No cars, go" or "Cars, wait." If there are no cars coming he can cross. If there are cars coming, he waits and repeats the routine when the cars have passed.

Purchasing Routine: Student A has chosen before the route where he will buy his treat after the route. When he is paid, he is given several coins in which to form his money combination. If he goes to 7-11 or Village Pantry, he finds the item he chose, then goes to the counter. When the cashier announces the amount of the purchase, Student A finds the correct money amount from his change and pays the cashier. He then waits for the item to be bagged and the receipt to be put into the bag.

DATA COLLECTION AND ANALYSIS

In order to evaluate progress, problems, and strategies, it is necessary to keep reliable data over a period of time; then to organize the data in an efficient manner to use it for decision making purposes. The data collection system should flow from the IEP/IPP and provide the information necessary to allow staff to make adjustments in the environment or in the procedures. Sometimes it may be necessary to break down steps in the analysis into smaller segments in order to measure progress. Acquisition of skills and behaviors accompanied by growth of independence is the goal.

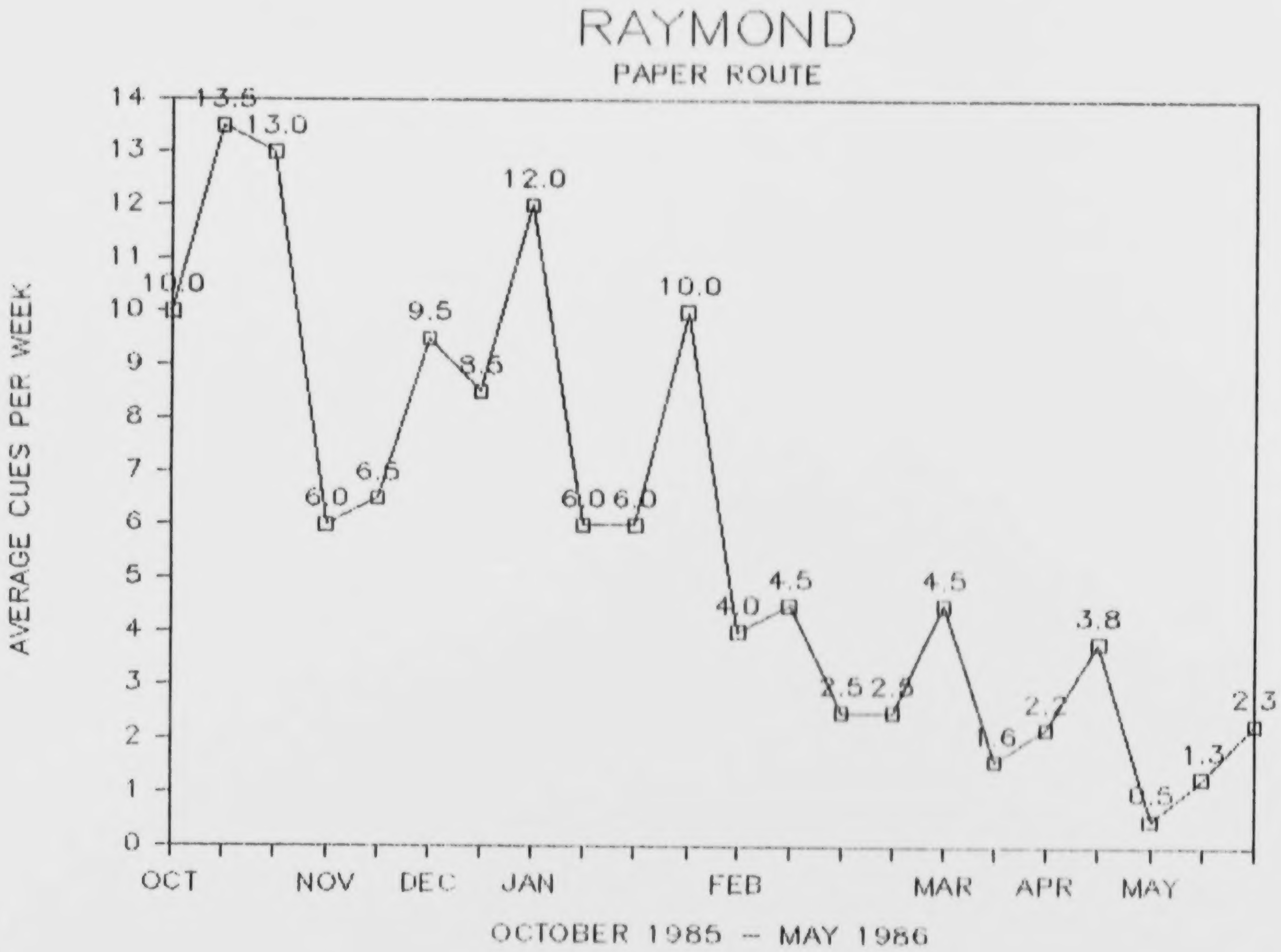
In the following section, examples of form and compilation of data are shown. The data from the task analysis are analyzed on a step by step basis and by looking at the number and type of cue required to complete the entire task over time. A computer program has been designed to facilitate the process, but it can be done without the computer. A schedule for regular collection should be set upon completion of the task analysis so that enough data is taken over time.

Another computer program has been designed to track targeted behaviors. The behaviors to target should be decided at the IEP/IPP meeting. However, specific activity behaviors can be tracked on the task analysis form. For the person with autism, the general communication and social objectives should be tracked during some of the specific activities where they apply.

The cycle now comes full circle as the next IEP/IPP time arrives. Data has been gathered throughout the period and adjustments in teaching strategies employed; some steps may have been broken into smaller segments to insure success, and the site specific assessment has been done again to check incidental learning and reliability of the data. New objectives are then suggested. These may be within the task, or additions to the activity may be added, such as getting to and from the site independently. Whenever possible, include the student and parents or guardians in the evaluation process. Charts and graphs are a clear way to visually present performance over time.

As objectives are achieved at the independent level, they can either be dropped, made a bit more difficult, or left in the IEP to document maintenance. Generalization should be built into the process through the selection of alternate activities. When teaching individuals with autism it is vital that generalizations be part of the teaching process.

After collecting data for a period of time, the assessment should be done again. The assessment provides an overall picture of how the student is doing at a community site and can lead to specific teaching strategy changes where necessary. This will help the teacher to know what areas have been learned through incidental learning.



SAMPLE

SITE SPECIFIC ASSESSMENT

NAME: Student A

ID #: 56

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RAT-ING	DESCRIPTION	DATE: 2/25/87		DATE: 3/10/87	
		CODE	COMMENTS	CODE	COMMENTS
	Gets self up for route	I/EC	EC= alarm clock	I/EC	EC= alarm clock.
*	Dresses neatly in clean clothes	I		I	
*	Is ready for work on time	I		I	
	Gets appropriate supplies	I		I	
*	Gets outerwear appropriate for weather	I		I	
*	Leaves for work on time	I		I	
	Transports self to work	SK	Van	SK	Van
	Gets papers at site	I		I	
*	Unwraps papers	I		I	
	Discards plastic wrapping in appropriate place	I		I	
	Takes messages from paper bag if there are any	I		I	
	Reads message(s)	I		I	
	Adjusts number of papers if needed	I		I	
	Adjusts cards if needed	I		I	
	Rolls each paper	I		I	

Summary of Assessment of Newspaper Route: Student A

Student A was assessed performing a newspaper route on February 25, 1987 and March 10, 1987. Many skills that were targeted on the last Individual Plan are performed independently.

The focus during this next six months will be on social interaction and communication. Although Student A performs most of the newspaper delivery itself independently, his social interaction and communication skills need a great deal of focus in order for him to acquire even more independence over his worksite.

Because staff, customers, weather, and situation changes, some steps of the route procedure will become maintenance objectives. This will allow for changes in the stores where post route snacks are purchased so that Student A's purchasing skills can be assessed for generalization.

SAMPLE OF COMMUNITY ORIENTED OBJECTIVES AND SUB-OBJECTIVES: ADJUSTED OBJECTIVES

GOAL I: The student will increase his independence in Service and Manipulative Jobs.

Major Objective: Student A will deliver a local newspaper five times per week.

Minor Objectives:
A. Student A will maintain specific skills with 100% accuracy, 90% of the time.

Sub-objectives:
1. will follow a routine for purchasing a snack after completing the route.
2. will dress appropriately according to the weather.

B. Student A will communicate appropriately to others.
1. will respond appropriately through action to customer requests with 80% accuracy 90% of the time.
2. will respond appropriately to social interaction between customer and worker with 80% accuracy 90% of the time.
3. will initiate interactions with others along the worksite route with 85% accuracy 60% of the time.
4. will know customers' names with 85% accuracy 90% of the time.
5. will know the newspaper route number with 95% accuracy 90% of the time.
6. will ask for help when he needs it with 95% accuracy 95% of the time.

C. Student A will follow a procedure for crossing streets with 90% accuracy 90% of the time.
1. will look both ways before crossing the street.
2. will see traffic before crossing the street.

D. Student A will follow a procedure for delivering missed newspapers with 80% accuracy 90% of the time.
1. will greet customers appropriately at the door when it is answered.
2. will apologize for missing the customer.

SAMPLE

999 TASK: NEWSPAPER ROUTE

STUDENT: STUDENT A

DATE TASK STARTED: 12/07/87

SK = skipped, not done (comment should give reason)
I = Independent
VC = verbal cue
EC = environmental cue includes modelling, gesturing, etc.
PC = cues that involve touching the student
R = refused
ACC/NUMB= if applicable enter the number accurate or a + or - for correct or not correct.

DATE___/___/___ TIME STARTED ___:___ TIME FINISHED ___:___

STEPS	SK	ACC/ NUMB	I	EC	VC	PC	R	ERRORS:
TOTALS:_______	__	____	_	_____	______	______	_	ONLY for taking SUMMARY DATA
1 BUYS SNACK WHEN DONE								
2 DRESSES TO WEATHER								
3 RESPONDS TO CUSTOMR								
4 RESPOND TO SOCIAL INT								
5 INITIATES INTERACTS.								
6 KNOWS CUST NAMES								
7 KNOWS ROUTE #								
8 ASKS FOR HELP								
9 LOOKS BOTH WAYS CRSG								
10 SEES TRAFFIC								
11 GREETS AT DOOR								
12 APOLOGIZES FOR MISSNG								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

BACK OF TASK ANALYSIS FORM

999 Student(s): STUDENT A

TASK: NEWSPAPER ROUTE

OBJECTIVE:

STAFF SUBMITTING TASK:

TASK DESCRIP.:

STEP 1: BUYS A SNACK AFTER ROUTE

KEYWORD 1: BUYS SNACK WHEN DONE

STEP 2: DRESSES APPROPRIATELY ACCORDING TO WEATHER

KEYWORD 2: DRESSES TO WEATHER

STEP 3: RESPONDS APPROPRIATELY TO CUSTOMER REQUEST

KEYWORD 3: RESPONDS TO CUSTOMR

STEP 4: RESPONDS APPROPRIATELY TO SOCIAL INTERAC. CUSTOMR-WORKER

KEYWORD 4: RESPOND TO SOCIAL INT

STEP 5: INITIATES INTERACTIONS WITH OTHERS ALONG ROUTE WHEN APPROP.

KEYWORD 5: INITIATES INTERACTS.

STEP 6: KNOWS CUSTOMERS NAMES

KEYWORD 6: KNOWS CUST NAMES

STEP 7: KNOWS ROUTE NUMBER

KEYWORD 7: KNOWS ROUTE #

STEP 8: ASKS FOR HELP WHEN HE NEEDS IT

KEYWORD 8: ASKS FOR HELP

STEP 9: LOOKS BOTH WAYS BEFORE CROSSING STREET

KEYWORD 9: LOOKS BOTH WAYS CRSG

STEP 10: SEES TRAFFIC BEFORE CROSSING

KEYWORD 10: SEES TRAF- FIC

STEP 11: GREETS CUSTOMERS AT THE DOOR APPROPRIATELY

KEYWORD 11: GREETS AT DOOR

STEP 12: APOLOGIZES FOR MISSING A PAPER WHEN NECESSARY

KEYWORD 12: APOLOGIZES FOR MISSNG

PERSONAL MANAGEMENT

This next section takes you through the community integration process with an example from the personal management domain. The work domain was covered in the preceding pages and the leisure domain will be reviewed in the following section. Social awareness and communication objectives are written to be a part of all goals in the three domains. To successfully hold a job or participate in leisure activities one must be able to manage all the personal responsibilities that come into making that activity a whole. These are the skills of the personal management domain. Examples of these personal management responsibilities include:

Transportation: getting to and from community activities, getting in and out of buildings, finding a particular area or office.

Money Management: using vending machines during break, cashing a check, using a credit card.

Shopping: buying appropriate work/fitness clothing, grocery shopping for lunch packing foods.

Dressing: follow uniform guidelines

Laundry: keeping clothes clean and neat

Self-care: keeping hair cut and groomed, using the bathroom appropriately, using napkins, using kleenex.

Health Care: go through doctor, hospital, and dental procedures.

Restaurants: going out to lunch with co-workers, dinner with family or friends.

Telephone: calling a taxi or calling for help.

Safety: react appropriately to safety signals.

An example of a major objective under the personal management goal is using a fast food restaurant. The following pages detail the preparation and implementation of this community based objective.

SAMPLE

NAME: Student A

SITE SPECIFIC ASSESSMENT

ID #: 103

CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused
RATING
* = primary skill for person

TITLE: Fast Food Restaurant (cont)

RATING	DESCRIPTION	DATE: 9/21/87 CODE	COMMENTS	DATE: __/__/__ CODE	COMMENTS
	Eats at a moderate rate	2VC			
	Chews with mouth closed	2VC			
*	Chews food before swallowing	5VC	Took lg. bites. Swallowed whole.		
	Talks without food in mouth	3EC	Modeled closed mouth chewing.		
	Responds appropriately when burps (says "Excuse me", covers mouth, etc.)	2VC			
*	Keeps food on tray	4EC	Kept putting on table and pushing tray.		
*	Keeps sandwich in one piece (instead of tearing apart or eating in layers)	5VC 3PC	Kept taking apart.		
	Puts/keeps straw through top of cup	I			
*	Uses napkin to wipe hands	R	Did not do at all even with model.		
*	Uses napkin to wipe mouth when necessary	3EC			
	Indicates that s/he is finished eating	1VC 1PC	Attempted to leave. Showed schedule.		
	Waits appropriately for others to finish eating	3VC 2PC	Referred to schedule. Still tried to leave.		
	Identifies social cues from others (i.e. "The food was good", putting on coat, leaving table/restaurant)	I	Tried to leave when staff got purse togeth.		
	Maneuvers tray to trash can	1EC	Pointed to trash can.		
*	Empties trash in trash can	1PC	Dropped cup.		

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 100

CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refuses

RATING

* = primary skill for person

TITLE: Fast Food Restaurant		DATE: ___/___/___		DATE: ___/___/___	
RATING	DESCRIPTION	CODE	COMMENTS	CODE	COMMENTS
	PREPARATION				
	Identifies need/desire to go to fast food restaurant				
	Identifies desired food items				
	Identifies the restaurant the student will visit				
	Obtains an appropriate amount of money before leaving				
	Checks appearance				
	Corrects appearance				
	PARTICIPATION --entering--				
	Carries list with him/her				
	Carries money with him/her				
	Looks both ways in the parking lot				
	Waits for cars to pass if necessary				
	Crosses parking lot when appropriate				
	Maneuvers self to door of restaurant				
	Reads in/out push/pull directions on door of restaurant				
	Follows written directions on door				

SITE SPECIFIC ASSESSMENT

NAME: ________________________

ID #: 101

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* = primary skill for person

TITLE: Fast Food Restaurant (cont)

RATING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Holds door open for others behind him/her				
	--ordering--				
	Locates counter				
	Maneuvers self to end of line				
	Waits in line behind person in front of him/her				
	Moves with the flow of people in line				
	Approaches counter if no line				
	Waits for salesperson if salesperson is busy				
	responds to salesperson's questions				
	--socializing--				
	Initiates relevant conversation with salesperson				
	Uses "Please" and "Thank you" when accepting/requesting items/information				
	Responds to social comments/cues of salesperson ("Hello", "Fine", "You're welcome", "Excuse me", etc.)				
	Uses a polite tone				
	Uses an acceptable voice level				
	Responds appropriately to others (yes/no questions, gives information, states "I don't know", etc.)				
	Stays in own personal space				

SITE SPECIFIC ASSESSMENT

NAME: ______________________________ ID #: 102

CODE:
SK = Skipped, not done (comment should give reason) I = Independent EC = Environmental cue
VC = Verbal cue PC = Cue that involve touching student R = Refused
RATING
* = primary skill for person

TITLE: Fast Food Restaurant (cont)

RAT-ING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Uses appropriate eye contact				
	--paying-- Keeps money in appropriate place until requested				
	Gives money to cashier when total bill is announced				
	Counts out correct change from a pile of coins				
	Gives correct number of dollar bills				
	Gives appropriate amount of money by using "rounding up" method				
	Waits for change if necessary				
	Puts money in appropriate place				
	Puts receipt in appropriate place				
	--eating-- Obtains straw, napkin, condiments at condiment counter				
	Asks cashier for condiments if no condiment counter				
	Transports tray to table				
	Finds empty table				
	Sits down with tray in front of him/her				
	Takes small bites of food				

SITE SPECIFIC ASSESSMENT

NAME: ___________________________

ID #: 103

CODE:

SK = Skipped, not done (comment should give reason)

I = Independent

EC = Environmental cue

VC = Verbal cue

PC = Cue that involve touching student

R = Refused

RATING

* = primary skill for person

TITLE: Fast Food Restaurant (cont)

		DATE:___/___/___		DATE:___/___/___	
RATING	DESCRIPTION	CODE	COMMENTS	CODE	COMMENTS
	Eats at a moderate rate				
	Chews with mouth closed				
	Chews food before swallowing				
	Talks without food in mouth				
	Responds appropriately when burps (says "Excuse me", covers mouth, etc.)				
	Keeps food on tray				
	Keeps sandwich in one piece (instead of tearing apart or eating in layers)				
	Puts/keeps straw through top of cup				
	Uses napkin to wipe hands				
	Uses napkin to wipe mouth when necessary				
	Indicates that s/he is finished eating				
	Waits appropriately for others to finish eating				
	Identifies social cues from others (i.e. "The food was good", putting on coat, leaving table/restaurant)				
	Maneuvers tray to trash can				
	Empties trash in trash can				

SITE SPECIFIC ASSESSMENT

NAME: ___________________________

ID #: 104

CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

RATING

* = primary skill for person

TITLE: Fast Food Restaurant (cont)

RAT-ING	DESCRIPTION	DATE: ___/___/___ CODE	COMMENTS	DATE: ___/___/___ CODE	COMMENTS
	Waits turn at trash can if another customer is emptying trash				
	Places tray in appropriate place				
	--miscellaneous-- Locates bathroom in restaurant if necessary				
	Goes outside if needs to regurgitate				
	Goes to bathroom if needs to regurgitate				
	Knows refill policy at specific restaurants				
	Fills pop cup at self-serve restaurants				
	--exiting-- Maneuvers self to appropriate exit				
	Opens door				
	Holds door open for others				

SAMPLE

INDIVIDUAL ASSESSMENT

NAME: Student A

ID #: O

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

TITLE: Fast Food Restaurant

CODE COLUMNS:

DESCRIPTION DATES:	10/6/87	10/13/87	10/20/87	10/27/87	11/3/87	11/10/87
Combs hair before leaving.	1 PC 2 VC	2 PC 2 EC	2 PC 4 EC 2 VC	1 PC 4 EC 2 VC	2 PC 5 EC	2 PC 3 EC
Gets appropriate amount of money.	3 PC 2 EC	2 PC 4 EC	3 PC 2 VC	3 PC 2 EC	2 PC 4 EC	3 EC 2 VC
Holds door for entering staff.	3 VC 1 EC	1 PC 1 VC	3 VC 2 EC	2 VC 1 PC	3 PC	2 VC
Responds to the cashier:						
By saying "Hello."	SK	SK	1 VC	SK	SK	SK
By saying "Fine"	N/A	N/A	N/A	N/A	N/A	N/A
By saying "You're welcome."	3 VC	N/A	N/A	N/A	2 VC	N/A
Orders food with cue from cashier.	1 PC 1 EC 2 VC	3 EC 2 VC	4 EC 3 VC	3 EC 3 VC	5 EC 1 VC	I
Keeps food on his wrapper.	2 PC 3 VC	4 PC 2 EC	4 VC 3 EC	1 PC 3 VC	2 VC 2 EC	2 VC 3 EC
Takes small bites.	3 VC	3 VC	SK	2 VC	3 VC	SK
Keeps sandwich intact.	4 PC 2 VC	3 PC	2 PC	2 PC	1 PC 4 EC	2 EC 4 VC
Wipes hands on napkin.	3 PC 2 VC	4 EC 3 VC	3 VC 2 EC	4 EC 2 VC	2 EC 3 VC	4 EC 1 VC
Wipes mouth on napkin.	1 PC 3 EC	3 EC 4 VC	5 EC	3 EC	4 EC	3 EC
Uses one hand to open trashcan.	2 PC	3 PC 3 VC	4 EC 2 VC	SK	1 PC 2 EC	2 EC 4 VC

Back of Sample Individual Assessment

COMMENTS:

10/6 Difficulties dealing with money.
Very noisy and busy at counter.

10/13 No probs. waiting.
Cues for money.
Lots of hands in pants.

10/20 Talking to strangers ("What's more fun?"
and "Can I have a bite of that?")
Only allowed to say "Hi" to strangers.

10/27 Cues to find template.
Cues to find correct amount.

11/3 Cues to move to side of register to
make room for next order. Maybe
thought he wasn't going to get his
food at all.

11/10 Cues to comb back of hair.
Let door slam in staff's face.
Used written list to order food.

Sample of community based objectives for one activity - fast food. Specific to one student and objectives determined by the family/staff surveys, site specific assessments, communications needs, and social needs.

INDIVIDUALIZATION OF PERSONAL MANAGEMENT ACTIVITY

GOAL II: **The student will increase his independence in Personal Management areas**

Major Objective: Student A will eat at fast food restaurants one time per week with increasing independence.

Categories and Sub-Objectives:

Functional Academics

a. will get an appropriate amount of money from his money box before leaving for the restaurant.

b. will count out correct amount of change from a pile of nickels, dimes and pennies (with dollar bills) with 75% percent accuracy.

Self-Care

a. will wipe his hands on a napkin when they have food on them.

b. will comb his hair before leaving for the restaurant.

Site Specific Skills and Behaviors

a. will move to the side of the cash register so other customers can order after he has paid.

b. will keep his food on its wrapper on the tray.

c. will keep sandwiches intact while he eats them.

d. will use one hand to open the trash can door and the other hand to dump the trash in the can.

Communication

a. will order his food when given the cue from the cashier.

b. will get his money out of his pocket when given the cue from the cashier.

c. will respond to the cashier's remarks:

   1. by saying "Hello" when cashier gives a salutation.
   2. by saying "Fine" when cashier says "How are you?"

   3. by saying "You're welcome." when cashier says "Thank you."

Social Awareness

a. will say only "Hi" to an unfamiliar person.

b. will keep hands from private parts of his body.

c. will hold the door open for staff entering behind him.

Transportation

a. will identify appropriate bus.

b. will deposit forty cents into money slot.

c. will recognize destination spot and pull cord prior to bus stopping.

SAMPLE

COM120 TASK: FAST FOOD RESTAURANT

STUDENT: ___________

DATE TASK STARTED: 02/11/87

SK = skipped, not done (comment should give reason)
I = Independent
VC = verbal cue

EC = environmental cue includes modelling, gesturing, etc.
PC = cues that involve touching the student
R = refused

(Enter # cues or write in Sk, I, or R; Write Errors/Comments on back along w/ step # & date.)

DATES	___/___/___			___/___/___			___/___/___			___/___/___			___/___/___		
STEPS	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC
1 Comb hair bef leavig															
2 Get approp amt money															
3 Hold door at restrnt															
4 Respond to cashier															
5 Order food when cued															
6 Money from pckt/cued															
7 Count corrct amt															
8 Move to side															
9 Keep food on wrapper															
10 Sandwiches intact															
11 Use napkin															
12 1 hnd open 1 hnd dump															
13 Only "Hi" to strngrs															
14 Hnds from priv parts															
15															
16															
17															
18															
19															
20															
21															
22															
23															
24															
25															

BACK OF TASK ANALYSIS FORM

COM120 Student(s): STUDENT A
TASK: FAST FOOD RESTAURANT
OBJECTIVE: The student will increase his independence in Personal Management areas.

STAFF SUBMITTING TASK:
TASK DESCRIP.: Student A will eat at a fast food restaurant one time per week with increasing independence.

STEP 1: Comb hair before leaving for restaurant
KEYWORD 1: Comb hair bef leavig
STEP 2: Get appropriate amt of money before leaving for restaurant
KEYWORD 2: Get approp amt money
STEP 3: Hold door for staff when entering the restaurant
KEYWORD 3: Hold door at restrnt
STEP 4: Respond to cashier's remarks (hello, fine, thank you, etc.)
KEYWORD 4: Respond to cashier
STEP 5: Order food when given cue from cashier
KEYWORD 5: Order food when cued
STEP 6: Get money out of pocket when cued by cashier
KEYWORD 6: Money from pckt/cued
STEP 7: Count out correct amt of money from pile of dollars & coins
KEYWORD 7: Count corrct amt
STEP 8: Move to side of cash reg after paying, so others can order
KEYWORD 8: Move to side
STEP 9: Keep food on its wrapper on the tray
KEYWORD 9: Keep food on wrapper
STEP 10: Keep sandwiches intact while eating them
KEYWORD 10: Sandwiches intact
STEP 11: Wipe hands on a napkin when they have food on them
KEYWORD 11: Use napkin
STEP 12: Use one hand to open trash can door & the other to dump
KEYWORD 12: 1 hnd open 1 hnd dump
STEP 13: Say only "Hi" to unfamiliar people
KEYWORD 13: Only "Hi" to strngrs
STEP 14: Keep hands from private parts of body
KEYWORD 14: Hnds from priv parts

Sample Behavior Plan

Refusal/Avoidance Behaviors

Perseverates on saying he's upset
Pulls own hair
Pinches self

Environmental Plans

- * Establish a consistent schedule.
- * Avoid noisy, stimulating environments.
- * Provide a quiet place to relax.

Positive Program Strategies

- * Write out schedules.
- * Practice relaxation techniques.
- * Prepare and rehearse before activities - Use words/pictures.
- * Have set times for "special talk time."
- * Talk and demonstrate emotions/feelings.
- * Desensitize to new people and places.

Direct Treatment

- * Reward specific behaviors on set intervals.
- * Teach him to say, "I need a break." Reinforce.

Reactive Plan

- * Redirect to, "Tell me you need a break" or redirect to "Take a break," student returns when calm.
- * Redirect to sit quietly and relax.
- * Ignore pulling hair and pinching self .

Site Specific Strategies: (restaurant, stores, bowling)

Environment: go at times when lines are short or non-existent. Design site specific order cards and rehearse.

Reinforcement: earns a point for every five minutes for following the rules. These points are traded in for money after the meal to buy a dessert.

Direct Treatment: teach him to say, "I need to leave."

Reactive Plan: when signs of anxiety, frustration appear, encourage him to say, "I need to leave." He is then directed to wait in the car for three minutes. Reinforce with praise for

DESENSITIZATION - to make less sensitive to a situation or object

A STRATEGY FOR INCREMENTAL REDUCTION OF STRESS ASSOCIATED WITH CHANGES IN ROUTINE/INTRODUCTION OF NEW STIMULI/OR REDUCTION OF FEARS IN INDIVIDUALS WITH AUTISM

The following are learning characteristics of some individuals with autism:

* negative reaction to changes in routine and environment
* overly selective to stimuli
* difficulty with unstructured time and waiting
* difficulty generalizing skills to other areas or persons

Service providers wanting to broaden the repertoire of activities and interests in their clients/students must devise a systematic strategy to reduce the interference which will impede success. One method that has proven effective is called:

DESENSITIZATION

This term has been used to refer to the individual, site, and activity specific sequencing of events and expectations around client participation in new activities and environments. The example below is a sample plan for desensitizing a client to eating at a fast food restaurant.

First Day	Talk about McDonald's and drive by site.
Second Day	Talk about McDonald's, drive to site, and get out of car.
Third Day	Go inside and watch for three minutes.
Fourth Day	Food/drink is ordered by adult; client and adult sit down to eat.
Fifth Day	Client orders own food/drink, using a written cue card, and sits to eat.

This strategy can be implemented in several ways. It can be done in a week's time or going out every other day; or over a two month period going out once per week. Individualizing this plan may call for increases or decreases in frequency. This format can be adapted for use in other community settings, in-house activities, new clothes, new toys, and changes in environment.

Any plan to utilize community settings for instruction should be well organized in advance. Some of the factors to address are:

* Thoroughly preparing client
* Avoiding crowded times
* Utilizing an adapted behavior plan
* Thoroughly training staff
* Transportation
* Liability and consent
* Contacting the facility
* Emergency action plan

SAMPLE SCHEDULES

Sample Schedule 2: Group Home

	Traditional		Community Based
11:00	Self-Care Skills (Personal Management)	11:00	Ride Bus
11:30	Lunch		Lunch at Fast Food Restaurant
12:00	Free Time		Video Arcade at Mall
12:30	Functional Academics (Money Skills, Reading, etc.)	12:30	Return on Bus
		3:30	Newspaper route
		4:30	Get ready to go out for evening
		5:00	Practice ordering and paying
		6:00	Choose restaurant
		7:00	Laundromat
		8:30	Return to group home

The weekly and daily schedules should be organized to accomplish the community based objectives of each student. This example would require grouping of students who have a transportation, eating at a fast food restaurant and a leisure skill objective, such as the video arcade together. However, grouping students who can be managed together is also necessary. It might be necessary that two students work on these objectives twice a week, three work on them another two days and another works on them in a special time individually once per week.

Fast Food Restaurant Routine

STUDENT:____

MATERIALS: Dollar bills, dimes, nickels and pennies, wallet, point book, list of food items at specific fast food restaurant.

PROCEDURE FOR IMPLEMENTATION:

Before Leaving:

1. Discuss activity with student
2. Student chooses place to eat from three restaurants
3. Student chooses food to eat from list
4. Student rehearses ordering (practice on sizes of large, medium and small; here or to go, etc.)
5. Student practices counting out amounts from a pile of coins with dollar bills after reading the amount from cash register
6. Student gets materials needed to go to restaurant: wallet, appropriate amount of money
7. Student reviews activity and car rules (out of bounds, hands in pants, upset, home, more fun)

At the Restaurant:

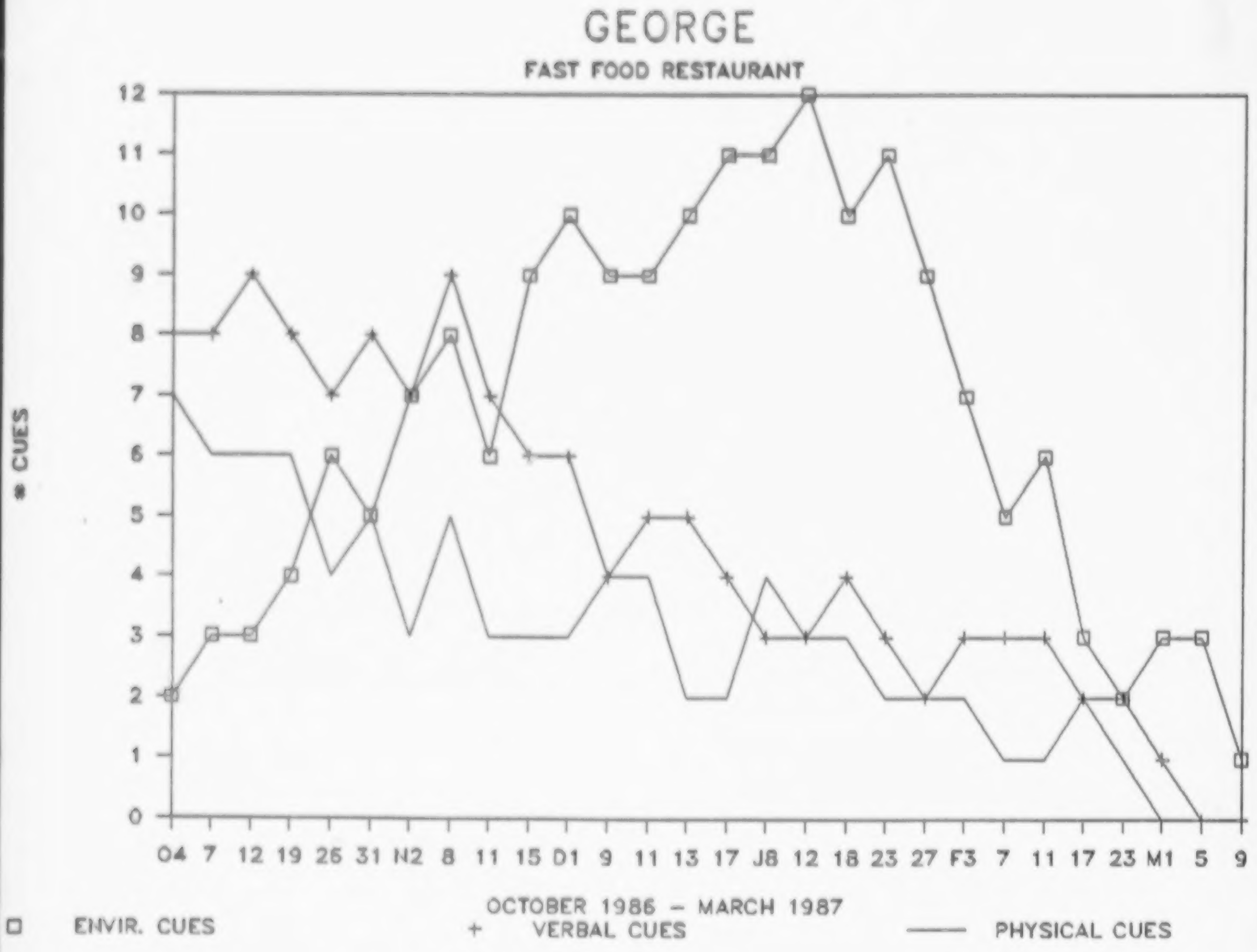
1. Student hold door open for person behind him
2. Student waits in line
3. When cued from cashier, student orders food (caffeine free pop)
4. Student pays with one dollar bills and exact amount of change from pile of dimes, nickels and pennies
5. Student responds appropriately to cashier comments
6. Student waits for food
7. Student gets items needed from condiments counter
8. Student uses napkin appropriately
9. Student eats slowly
10. Student eats his sandwich as a whole
11. Student waits for others at table to finish eating
12. Student empties tray with one hand while holding trash door open with the other

* Note: If student wants to purchase extra items, he must count money left and decide whether or not he has enough money.

Adaptations:

Burger King:
1. Student gets his caffeine free pop at the self-serve counter
2. Student gets his refill of caffeine free pop if desired
   - supervise from at least a 10 foot distance away from him

. **Arby's:** 1. Student pays 26 cents to cashier for refills on pop at counter
- supervise from at least a 10 foot distance away from him



SAMPLE

SITE SPECIFIC ASSESSMENT

NAME: Student A

ID #: 103

CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independant
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

RATING
* = primary skill for person

TITLE: Fast Food Restaurant (cont)

RATING	DESCRIPTION	DATE: 9/21/87 CODE	COMMENTS	DATE: 3/7/88 CODE	COMMENTS
	Eats at a moderate rate	2VC		2EC	
	Chews with mouth closed	2VC		1VC	
*	Chews food before swallowing	5VC	Took lg. bites. Swallowed whole.	I	
	Talks without food in mouth	3EC	Modeled closed mouth chewing	1EC	
	Responds appropriately when burps (says "Excuse me", covers mouth, etc)	2VC		2VC	
*	Keeps food on tray	4EC	Kept putting on table and pushing tray.	2EC	
*	Keeps sandwich in one piece (instead of tearing apart or eating in layers)	5VC 3PC	Kept taking apart.	3VC 2EC	Modeled holding sandwich
	Puts/keeps straw through top of cup	I		I	
*	Uses napkin to wipe hands	R	Did not do at all even with model	5EC 1VC	Wiped hands on pants.
*	Uses napkin to wipe mouth when necessary	3EC		2EC	
	Indicates that s/he is finished eating	1VC 1PC	Attempted to leave Showed schedule.	I	Directed to schedule.
	Waits appropriately for others to finish eating	3VC 2PC	Referred to schedule. Still tried to lv.	I	Stares at stop watch.
	Identifies social cues from others (i.e. "The food was good", putting on coat, leaving table/restaurant)	I	Tried to leave when staff got purse to get money.	2VC	"What do you say?"
	Maneuvers tray to trash can	1EC	Pointed to trashcan.	I	
*	Empties trash in trash can	1PC	Dropped cup.	1EC	

ADJUSTED OBJECTIVES OF COMMUNITY ORIENTED ACTIVITY OBJECTIVES AND SUB-OBJECTIVES

GOAL II: The student will increase his independence in Personal Management areas.

Major Objective: Student A will eat at a fast food restaurant one time per week with increasing independence.

Categories and Sub-Objectives:

Functional Academics

a. will get an appropriate amount of money from his money box before leaving for the restaurant.

b. will count out correct amount of change from a pile of nickels, dimes and pennies (and dollar bills).

Self-Care

a. will wipe his hands on a napkin when they have food on them.

b. will comb his hair before leaving for the restaurant

Site Specific Skills and Behaviors

a. will get his money out of his pocket when given the cue from the cashier.

b. will move to the side of the cash register so other customers can order after he has paid.

c. will keep his food on its wrapper on the tray.

d. will keep sandwiches intact while he eats them.

* e. will reduce his eating rate by putting food down between bites.

Communication

a. will order his food when given the cue from the cashier.

b. will respond to the cashier's remarks:

    1. by saying "Hello" when cashier gives a salutation.
    2. by saying "Fine" when cashier says "How are you?"
    3. by saying "You're welcome" when cashier says "Thank you"

* c. will respond to relevant conversation from cashiers and/or customers in the restaurant.

Social Awareness

* a. will talk only when mouth is empty.

* b. will say "Excuse me" when burps.

c. will say only "Hi" to an unfamiliar person.

d. will keep hands from private parts of his body.

e. will hold the door open for staff entering behind him.

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* These are new objectives determined from the re-assessment and the data. Some objectives have been dropped as the student achieved the desired level of independence. Yet, other objectives have stayed for maintenance or to increase level of independence.

LEISURE

Leisure skills, along with communication skills, must be a focus area as we know that it is in these areas that persons with autism have the most visible deficits. Therapeutic Recreation is a service now seen as a priority and supported by PL 94-142.

It is the right of all persons to have an educational curriculum in which functional life skills necessary for adulthood are emphasized. Family preferences and availability are of prime concern in the leisure area.

The social skills assessment and survey of community resources are again the first source of information in considering which leisure activities should be a focus for each student. With those done (pages 9-16), a Site Specific Community Survey should be completed for each facility in which individual programming can occur.

Examples of community facilities resourceful for leisure programming follows, and then examples for the YMCA are outlined.

RECREATION FACILITIES USED BY AUTISM PROGRAM

MEMORIAL UNTION - stores, bowling, cafeteria, video games

HPER BUILDING - jog, basketball, exercise trail, canteen, lounge

YMCA - jog, weight lifting, handball, swimming, basketball

SKATING RINKS

BOWLING ALLEY

STORES

ICE CREAM PARLORS

FAST FOOD RESTAURANTS

SIT DOWN RESTAURANTS

CAFETERIAS

GIRLS CLUB/GIRL SCOUT TROOPS

BOYS CLUB/BOY SCOUT TROOPS

WESTSIDE COMMUNITY CENTER

CONCERTS

SPORTS EVENTS

MALL

VIDEO ARCADES

PARKS

LAKES - IU Sailing Club, Lemon, Monroe, pontoon boats, parks

SWIMMING POOLS

SKI WORLD

ADULT PARTIES

PRIVATE HOMES AND APARTMENTS

SITE SPECIFIC COMMUNITY SURVEY

Directions for Use: The SITE SPECIFIC COMMUNITY SURVEY is a guide for use at each community site designated as a target learning environment for the student. The form is generic to all sites; therefore, the user should add information as well as delete irrelevant areas as necessary during the survey.

Site: YMCA

Contact person at facility: Mr. Scott Johns

Address: Smith and 185th Street

Telephone number: 817 - 555 - 1111

Agency contact person: Sara Smith

Agency evaluator: Jill Jones (teacher)

Facility evaluator: Scott Jones

Facility supervisor: Sally Roades (pool manager) Larry Smith (youth sports)

Type of facility: Fitness Center - Membership

TRANSPORTATION:

public bus ✓ cost to: 60¢ from: 60¢
taxi ✓ cost to: $2.30 from: $2.30
walk ___ Route: ___
car ✓
other ___ Bus: see attached map and schedule

Arrangements for: $ through parents and group home; other through principal.

Required Skills for Transportation:

Communication skills: Social exchanges, greetings
Money Management: bus - exact change, money for taxi
Social skills: Sitting next to strangers, using telephone.
Reading/Writing: bus schedules, telephone, numbers
Time Management: making planned Schedule.

PHYSICAL LAYOUT OF FACILITY:

Physical Layout: spacious ✓ semi-spacious ___ congested A.M's 5-8pm
Counters: spacious ___ semi-spacious ___ congested ___

Survey (cont)

List Distracting Factors such as mirrors, hanging beads, etc.:
Mirrors in weight room, curtains along track

Entrances ___ how identified: handle | pull
how accessible: ___
Exits ___ how identified: Some emergency doors locked.
How accessible: ___
Bathrooms ___ how identified: Man, Woman symbol
how accessible: ___
location: Lobby and locker rooms

Days and Hours Available: List Times (crowded, semi-crowded, sparse crowd, class times, clientele)

Time Open	Information
Monday: 5am – 10:30pm	Hours change
Tuesday:	through the
Wednesday:	year.
Thursday:	Classes: T/Th 3-4 Weight room
Friday: 6am – 10pm	Instructional pool: M/W/F 3-5, 7-8
Saturday:	
Sunday: 8am – 10pm	More children on weekends.

CLIENTELE OF FACILITY:

child ___ adults ___ general public ✓
teenagers ___ infants ___

Procedures Necessary for Participation:

✓ Wait
✓ Sign In
✓ Punch In
___ Use bathroom
___ Identify specific rooms
___ Stand in one area How long? ___
___ Sit in one area How long? ___

✓ Stand in line
✓ Visual direction cues
✓ Hang up coat
✓ Equipment/machine use
✓ Lockers

Survey (cont)

Dangerous/hazardous areas (list): Crossing over track to other areas.

Math/number skills required: 1 to 1 correspondence (lap swimming)

Self-Care Skills required: Showering, dressing, using wall mounted hair dryer.

Communication required: ✓ Receptive ✓ Expressive

Key words/vocabulary required: "Weight Room" "Track"

Discrimination skills required: Running around slower person.

Social Skills required: Social interaction, waiting, requesting information, help.

Machines available from which to buy snacks: Juice machine, fruit machine.

Location of Telephone: Lobby

Dress Code: Soft soled shoes, gym clothing prefered.

RULES/REGULATIONS OF FACILITY:

No running in pool area.

Use appropriate lanes for running, walking, jogging.

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 71

CODE:

SK = Skipped, not done (comment should give reason)

I = Independent

EC = Environmental cue

VC = Verbal cue

PC = Cue that involve touching student

R = Refused

RATING

* primary skill for person

TITLE: YMCA

RAT-ING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	ENTERING Stops.				
	Looks to make sure there are no cars.				
	Crosses parking lot when appropriate.				
	Transports self to door of YMCA.				
	Opens door of YMCA.				
	Holds door open for other beind him/her.				
	Enters YMCA.				
	Assemble in lobby.				
	Takes coat off.				
	Sits in lobby.				
	Uses restroom (if necessary).				
	Waits for other students.				
	Manuevers self to end of line.				
	Moves with the flow of people in line.				
	If there is no line, student approaches counter.				

SITE SPECIFIC ASSESSMENT

NAME: ___________________________ ID #: 72

CODE:
SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

RATING
* primary skill for person

TITLE: YMCA

RAT-ING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Waits to be acknowledged and then shows a YMCA card to attendant.				
	Punch YMCA card number in the computer.				
	Signs in at the desk.				
	Opens doors.				
	Enters recreation area.				
	LOCKER ROOM Proceeds to locker room.				
	Finds an aisle.				
	Finds a locker.				
	Clothes in locker.				
	Changes clothes.				
	Locks locker.				
	Proceeds to activity area.				
	WEIGHT ROOM Stop at track.				
	Looks to see if clear.				
	Crosses track.				

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 73

CODE:

SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

RATING

* primary skill for person

TITLE: YMCA RATING	DESCRIPTION	DATE: ___/___/___ CODE	COMMENTS	DATE: ___/___/___ CODE	COMMENTS
	Walks to weight room.				
	Uses cue card to identify step by step procedure.				
	Starts with same machine each time.				
	Uses correct number of machines.				
	Uses machine correctly.				
	Does correct number of repetitions.				
	Gets off machine independently.				
	Waits for a machine (if necessary).				
	Finishes with the same machine each time.				
	TRACK Stops at track.				
	Looks to see if clear.				
	Walks to warm up area.				
	Does warm-up exercises.				
	Student chooses number of laps to run.				
	Uses individualized lap counting system.				

SITE SPECIFIC ASSESSMENT

NAME: ____________________________ ID #: 74

CODE:

SK = Skipped, not done (comment shouuld give reason)

VC = Vertal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* primary skill for person

TITLE: YMCA

RAT-ING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Walks to starting point.				
	Identifies appropriate lane.				
	Begins to run/walk.				
	Stays in lane.				
	Record number of laps completed by using individualized lap counting system.				
	POOL Enters locker room.				
	Proceeds to locker.				
	Unlocks locker.				
	Changes clothes - puts suit on.				
	Proceeds to shower.				
	Turns water on.				
	Showers - gets body and hair wet.				
	Proceeds to pool.				

SAMPLE

INDIVIDUAL ASSESSMENT

NAME: Student A

ID #: 0

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

TITLE: YMCA

CODE COLUMNS:

DESCRIPTION DATES:	10/7/87	10/14/87	10/21/87	10/28/87	11/4/87	11/11/87
Crosses parking when appropriate.	2VC	2PC 1VC	1VC 1PC	1EC 1VC	1EC	1VC
Holdsdoor for others behind him.	1VC	1VC	2VC	1EC	1EC	2EC
Waits to be acknowledged then shows Y card.	1PC	2EC	1EC 2VC	1EC 1PC	1PC 1VC	1EC 1VC
Punch Y card number into Computer	1PC	1EC 1VC	1EC 1VC	1EC 1VC	1VC	1VC
TRACK: Chooses # of laps will run.	1EC	1PC	1PC	1PC	1PC	1PC
Takes 1 nickel after each lap.	1EC	1EC	1EC	1VC	1VC	1VC
Indicates appropriately when needs to rest.	1EC 1VC	1VC 1EC	1VC 1EC	1EC 1VC	1EC 1VC	1EC
POOL: Showers before entering.	1VC	1VC	I	1VC	1VC	1VC
Records # of laps with lane marker.	1EC 1PC	1EC 1PC	2EC	2EC 1VC	2EC 1PC	1EC 1VC
Warm up - 4 laps Swims continuously.	3VC	4VC	4VC	2VC	1VC	1VC
Front crawl - 4 laps - Breathes 1, 2, 3, 4 for 1st length.	2VC 1EC	3VC 1EC	2VC 1EC	2VC 1EC	2VC 1EC	2VC 1EC
Frontcrawl - 4 more lengths - kicks 1st length.	1EC 1PC	1PC	1PC 1VC	1PC 2VC	1VC	1VC
Front crawl - 4 lengths - arms 1st length.	1EC 1PC	1PC	1PC 1VC	1PC 2VC	1VC	1VC
Kickboard - 4 laps - arms out for 1st length.	1EC 1PC	1PC	1PC	1PC	1PC	1PC
Indicates appropriately when needs to rest.	1EC 1VC	R	1VC	1VC	1VC	I

Goal: The student will expand repertoire of leisure activities.

Major Objective: Student A will participate in an exercise program at the YMCA one time per week with increasing independence.

Categories and Sub-Objectives:

Physical Fitness

1. Will increase skill proficiency in the front crawl stroke.

   a. will swim warm up of 4 laps continuously without touching bottom.
   b. will swim 4 laps breathing every other cycle.
   c. will swim 4 additional laps kicking the entire lengths without stopping.
   d. will swim 4 additional laps using his arms continuously.

2. Will use the kickboard for 4 laps with a model.

3. Will increase skill proficiency in elementary backstroke.

   a. will swim one lap with head back.
   b. will swim one lap kicking the entire lengths without stopping.
   c. will swim one lap correctly using his arms continuously.

Communication

1. Will respond to "We'll talk about that later. First ____, then we'll talk."

2. Will respond to social statements 70% of charted time.

Social Awareness

1. Will hold door for people behind him when entering and leaving the YMCA.

2. Will state "I need to rest" when anxious or agitated, as opposed to "I'm upset."

3. Will wash and dry his hand after using the bathroom.

Functional Academics

1. Will move one lane marker after each lap swum in the pool.
2. Will move one coin over after each lap run on the track.
3. Will punch membership number into the computer.
4. Will identify direction of jogging track each day by arrow on wall.
5. Will identify amount of money earned and buy an affordable snack.

Site Specific

1. Will run in the proper lane.
2. Will demonstrate knowledge of the concept of others' personal space in the locker room.

SAMPLE

107 TASK: YMCA

STUDENT: ___________

DATE TASK STARTED: 02/25/88

SK = skipped, not done (comment should give reason)

I = Independent

VC = verbal cue

EC = environmental cue includes modelling, gesturing, etc.

PC = cues that involve touching the student

R = refused

(Enter # cues or write in SK, I, or R; Write Errors/Comments on back along w/ step # & date.)

DATES	___/___/___			___/___/___			___/___/___			___/___/___			___/___/___		
STEPS	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC
1 Holds door open															
2 Punches in on computr															
3 Track: "I need rest"															
4 nickle for each lap															
5 stays in lane															
6 locker rm prsnl spac															
7 record pool laps															
8 Warm up 4 laps(1X)															
9 frnt crawl breaths 1															
10 frnt crawl kicks 1															
11 frnt crawl arms 1															
12 kickboard arms out 1															
13 backstroke hd back 1															
14 backstroke arms 1															
15 backstroke kick 1															
16 Pool: "I need rest"															
17 wash hands aftr toilt															
18 respnds to talk later															
19 respnds to social															
20 Enough $ buy snack															

BACK OF TASK ANALYSIS FORM

107 Student(s): DAVID
TASK: YMCA
OBJECTIVE:

STAFF SUBMITTING TASK:
TASK DESCRIP.:

STEP 1: Holds door open
KEYWORD 1: Holds door open
STEP 2: Punches code into computer
KEYWORD 2: Punches in on computr
STEP 3: Track: Says: "I need a rest"
KEYWORD 3: Track: "I need rest"
STEP 4: Track: nickle after each lap
KEYWORD 4: nickle for each lap
STEP 5: Stays in proper lane
KEYWORD 5: stays in lane
STEP 6: Maintains personal space in locker room
KEYWORD 6: locker rm prsnl spac
STEP 7: Pool: records # laps
KEYWORD 7: record pool laps
STEP 8: Warm up 4 laps (1X)
KEYWORD 8: Warm up 4 laps(1X)
STEP 9: Front crawl-breathes 1 length
KEYWORD 9: frnt crawl breaths 1
STEP 10: Front crawl-kicks 1 length
KEYWORD 10: frnt crawl kicks 1
STEP 11: Front crawl- arms 1 length
KEYWORD 11: frnt crawl arms 1
STEP 12: Kickboard- arms out 1 length
KEYWORD 12: kickboard arms out 1
STEP 13: Elementary backstroke- head back 1 length
KEYWORD 13: backstroke hd back 1
STEP 14: Elementary backstroke- arms 1 length
KEYWORD 14: backstroke arms 1
STEP 15: Elementary backstroke- kick 1 length
KEYWORD 15: backstroke kick 1
STEP 16: Pool: says: "I need to rest"
KEYWORD 16: Pool: "I need rest"
STEP 17: Washes and dries hands after toileting
KEYWORD 17: wash hands aftr toilt
STEP 18: Responds to "talk later"
KEYWORD 18: respnds to talk later
STEP 19: Responds to social statements
KEYWORD 19: respnds to social
STEP 20: Enough money to buy snack
KEYWORD 20: Enough $ buy snack

Sample Behavior Plan

Self-Stimulating Behaviors

Touching genitals
Smelling hands after putting under arm or in crotch

Environmental Plans

* Wear one piece jogging suits, bib overalls, and full aprons when needed.
* Wear wrist bands that have fragrant odors. Redirect to smell these.
* Carry things and do activities requiring two hands.

Positive Programming

* Do sexual/social training - private behaviors, private places.
* Provide opportunities to use fragrant, stimulating odors.

Direct Treatment

* Reinforce at intervals that behavior does not occur.

Reactive Plan

* Redirect to wrist bands and activities.
* Redirect to private places or picture/word card.

Site Specific Strategies:

Jogging at the YMCA - wear hand ball gloves and a one piece suit while jogging.

Desensitization - Student A to YMCA

Desensitization: to make less sensitive to a situation or object.

First day: Visited site, did not go in.

Second day: Went inside, looked at check in desk, walked to and looked at track and then swimming pool.

Third day: Student A watched staff punch his number into the computer. Given choice of walking or running. Choice of 3 laps or 5 laps. He walked 5 laps with staff. Constant verbalization. Reinforced with nickels. Swimming very motivating: swam 16 laps.

Fourth day: Punched number into computer with verbal cue. Expectation to run 5 laps, then pool. Upset during running. Encouraged to say, "I need to rest." Taken to car after first lap. Brought back in and give choice of "1 more or 4 more laps." Ran 1 more and then to pool. Great at pool.

Fifth day: Expectation of run 5, then pool. When frustrated, he was encouraged to say, "I need to rest." He used these words and was allowed to rest. Ran 2 and then allowed to walk 3. Asked for rests 4 times. No problems at pool.

Sixth day: Ran 5; asked for rests 2 times. Pool was great.

Seventh day: Given choice of number of laps to run - 7 or 5. Chose 5. No problems; no rests. Is independent with self-reinforcement.

Eighth day: Given choice of 7 or 10 laps to run. Chose 7. No problems.

Present: Choice of 7 to 10 laps continues to be his present schedule. He reinforces himself with nickels - one after each lap. He often chooses to run extra laps to earn more money. He buys a snack from the vending machines with the money he has earned.

* Each day expectations were discussed prior to learning and then upon arrival at the pool.

* Each day words to use were discussed: "Tell me, I need to rest."

* Each day nickels were used for reinforcement of good behavior.

Track: used nickels as counting system after each lap.
Pool: used lane markers for counting system after each lap.

GROUP HOME SAMPLE SCHEDULE

	TOM	DOUG	STEVE	ANN	KIM
2:30	Freetime	Bedroom	Living room	Bedroom	Living room
3:00	Dress for Jogging (ID cards, cue cards, money for juice). Leave for high school track.			Dinner Prep	Clean bathroom
	5 laps	8 laps	8 laps	Water plants	Shave legs, under arms Homework Dinner
5:00	Out to Eat			Dinner	Dinner
6:00	Laundry	Dust	Vacuum	Dishwasher	Pots and Plants
6:30	Homework or TV		Leave for YMCA (ID, towel, swimsuit, shampoo, creme rinse, comb, clean underwear)		
7:30	Laundry	Shower	Exercise Bike	5 laps freestyle 5 laps backstroke Jacuzzi	Freestyle: 1 breathing 3 kicking 3 arms 1 kickboard Jacuzzi
8:00	Shower	Game	Game		
8:30	Game	Game	Shower	TV or homework	Game
9:00	Bed	Exercise bike	TV	Bed	TV
9:30		Bed	Bed		Bed

YMCA Routine

ACTIVITY: YMCA

MATERIALS: YMCA card, proper clothing

PROCEDURES FOR IMPLEMENTATION:

Before Leaving:

1. Writes/reads schedule.
2. Student collects needed equipment and clothing.
3. Time warning of five minutes.
4. Discuss transportation (i.e., car, bus, taxi).

At the YMCA:

1. Assemble in lobby of YMCA.
2. Ask each student if he/she needs to use restroom.
3. Stand in line.
4. Check in at the desk.
5. Proceed to student's starting point (i.e., weight room, track, locker room - pool).
6. Keep routine the same (e.g., first weight room, then jog, then juice).

   A. Track: Identifies direction of track.
   B. Weightroom: Start with the same machine.
      Use machine correctly.
      Finish with the same machine.
   C. Pool: Go to same aisle of lockers.
      Use same locker if possible.
      Use bathroom before going into the pool.
      Shower before going into pool.
      Use bathroom after swimming.
      Shower after swimming.

ADAPTATIONS:

Student A (jogs and swims)

Preparation:
1. Get swim suit and towel.
2. Get YMCA card.
3. Get nickels.

Procedures:
1. Proceed to track warm-up area.
2. Discuss how many laps student will run (5).
3. Number of nickels on ledge correspond to number of laps.
4. Each lap student moves nickel over.
5. Stays in lane.
6. Walks in walking lane, runs in running lane.
7. After finished running, proceeds to locker room.
8. Suit on.

9. Shower.
10. Proceeds to pool area.
11. Move lane markers to correspond to number of laps he'll swim (usually 16).
12. Follow task analysis.

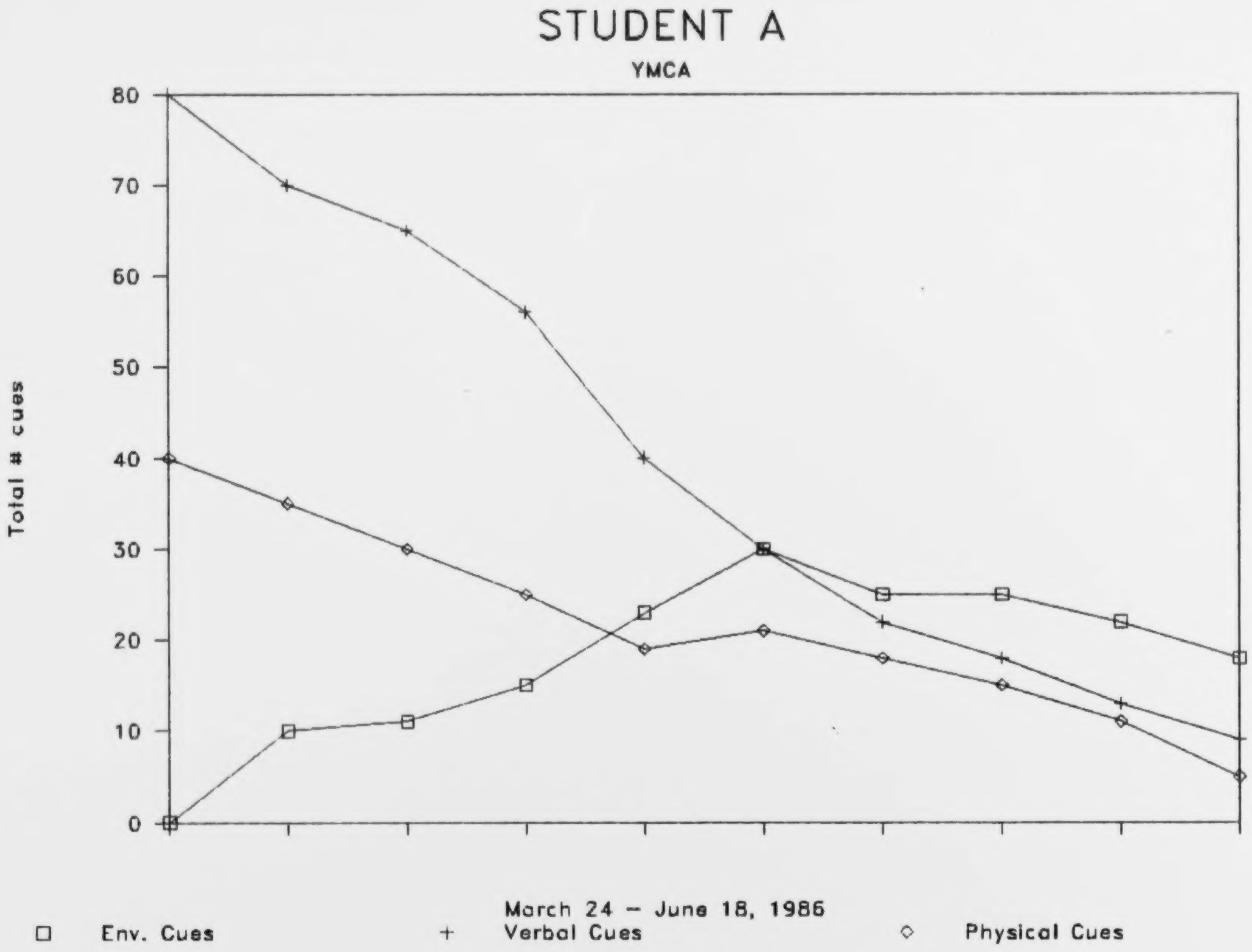
Student B (jogs and weight room)

Preparation:

1. Cue cards for weight room and running.
2. YMCA card.
3. Fifty cents in wallet.

Procedures:

1. Proceed to weight room.
2. Cue card on ledge - begin with same machine. Use five machines total.
3. Does 20 repetitions on each machine.
4. Student crosses off on cue card each time he finishes a machine.
5. Staff on opposite side of room - if student needs cue, refer to cue cards by pointing. If student is not working, staff should cue "how many," "work more," model the action.
6. Finish with the same machine - sit ups.
7. Proceed to track area.
8. Place cue card on the ledge in the warm-up area.
9. Ask student how many laps he wants to run - give a choice of "8 or 10 laps".
10. After each lap, student flips cue card and then proceeds to run. Staff should make no eye contact; point or say "run" if cue is needed.
11. Stays in end lane by wall when running or walking.
12. When finished, go to warm-up area to rest and breathe.
13. Meet other students in snack room.


STUDENT A
YMCA
Total # cues
80
70
60
50
40
30
20
10
0
March 24 – June 18, 1986
□ Env. Cues
+ Verbal Cues
◇ Physical Cues

Adjusted Objectives of Community Oriented Activity Objectives and Sub-Objectives
YMCA

GOAL: **The student will increase independence in Leisure Activities.**

Major Objective: Student A will participate in an exercise program at the YMCA one time per week with increasing independence.

Social Awareness:

1. Will shower before entering pool, getting hair and body wet.
2. Will hold door for people behind him when entering and leaving the YMCA.
3. Will state "I need to rest" when anxious or agitated, as opposed to "I'm upset."
4. Will wait in the lobby for other students for up to 5 minutes.

Physical Fitness:

1. Will increase skill proficiency in the front crawl stroke.
   * a. Will swim a warm up of 10 laps, swimming continuously.
   * b. Will breathe every cycle during warm up.
2. Will use the kickboard for 4 laps with a model.
   * a. Will keep arms fully extended.
   * b. Will kick continuously.
3. Will increase skill proficiency in elementary backstroke.
   * a. Will swim two laps with head back.
   * b. Will swim two laps kicking the entire lengths without stopping.
   * c. Will swim two laps correctly using his arms continuously.

Site Specific:

1. Will run at least 5 laps and stay in the correct lane.

Communication:

1. Will respond to "We'll talk about that later. First ____, then we'll talk."

2. Will respond to social statements.

3. Will use appropriate voice level.

Functional Academics:

* 1. Will get card out of wallet after initial cue.

2. Will identify direction of jogging track each day by arrow on wall and people on the track.

3. Will identify amount of money earned and buy a snack for equal or less value.

* 4. Will make choices about routine.

    a. Staff will write out discussed routine and student will read, carry this routine with him, and follow through with chosen choices.

---

* These are new objectives determined by the re-assessment and the data. Some objectives have been dropped as the student achieved the desired level of independence. Yet other objectives have stayed for maintenance or to increase level of independence.

APPENDIX

Sample IEP
Blank Forms

An IEP for one student is included in the last section of this book.

GOALS:

I. The student will increase his independence in Service and Manipulative Jobs.

II. The student will increase his independence in Personal Management Areas.

III. The student will increase his independence in Leisure Activities.

IV. The student will increase his expressive and receptive Communication Skills.

V. The student will increase his independence in Social Awareness.

SAMPLE IEP

GOAL I - SERVICE AND MANIPULATIVE JOBS

A. Steve will participate in two work experiences consisting of bussing tables and washing dishes for a period of at least two months each with increasing independence.

1. Will work continuously at an average of 75% on task on both work site experiences.
2. During each surface cleaning task, Steve will usually attend to each individual surface, 75% of recorded time.
3. During each surface cleaning task, Steve will follow a pattern for cleaning.
4. Without initial cue, Steve will respond to two eyesores which are not part of his written routine.

B. Steve will participate in manipulative tasks daily with increasing independence.

1. Will increase his independence in work behaviors.
    a. Will work continuously at an average of 80% on task on any of the workshop tasks as measured by 10 minute unprompted samples.
    80% of recorded data.

Baseline		Present
December	61%	95%
November	48%	90%
December	80%	95%

    b. Will work quietly (no talking) for 10 consecutive minutes while working continuously at an average 70% on task as measured by 10 minute unprompted samples.
    c. Will tell staff when he needs more materials.
2. Will increase his independence in breaktime behaviors.
    a. Will stay in the breaktime area without cues when appropriate.
    b. Will complete a chosen breaktime activity.
    c. Will initiate work time at the end of his break 50% of recorded time.
3. Will increase his independence in workshop skills.
    a. Will complete six step visual match to pictures with 90% accuracy.
    b. Will complete five step visual match to pictures with 90% accuracy.
    c. Will increase his productivity by 10% from an October baseline on select workshop tasks.
4. Will increase his independence in cooking skills.
    a. Will complete a fifteen step recipe without talking.
    b. Will keep his hands away from his body while cooking.
    c. Will measure dry cooking ingredients using a knife to level off the ingredients.
    d. Will stir items thoroughly.

GOAL II - PERSONAL MANAGEMENT

A. Steve will participate in grocery shopping two times weekly with increasing independence.

1. Will complete a grocery shopping routine.
    - a. Will find the aisle numbers of the items before leaving for the store.
    - b. Will recognize from sight 25 grocery shopping words with 75% accuracy from the list.
2. Will look for the listed item in the aisle book by reading through the words on the correct page beginning at the top of the page.
3. Will state that he cannot find it in the aisle book if the item is not in the book.
4. Will tell staff that he needs to categorize to find the item after he has identified that the item is not listed in the book.
   50% of recorded time.
5. Will choose the correct category that the item belongs for the item given a choice of three.
6. Will find the category in the aisle book by reading through the words on the correct page beginning at the top of the page.
7. Will identify the item, name brand, size, and type on specific grocery items when asked by staff 75% of recorded time for each identification term.
8. Will independently get his money and list 75% of time recorded.
9. Will get a cart or basket when he enters the grocery store if needed.
   100% of recorded time.
    - a. Will identify if he needs a cart.
    - b. Will identify the correct means of carrying groceries by choosing either a cart or a hand basket when necessary.
10. Will find the items in the store by following his list in order.
11. Will touch only those items that are on his list given one verbal cue only before entering the store.
12. Will initiate counting out the amount asked for, when given the verbal cue from the cashier.
13. Will count out the correct amount of change from his pile of coins using nickels, dimes, pennies and quarters (dollars if necessary) with 75% accuracy.
14. Will respond appropriately to cashier's comments when given an initial cue.
    - a. Will respond by saying "Hello" when cashier gives a salutation.
    - b. Will respond by saying "Fine" when cashier says "How are you."
    - c. Will respond by saying "You're welcome" when cashier says "Thank you."

B. Steve will eat in fast food restaurants one time weekly with increasing independence.

1. Will complete a dining routine.
   - a. Will get an appropriate amount of money from his money box before leaving for the restaurant.
   - b. Will order his food when given the cue from the cashier.
   - c. Will get his money out of his pocket when given the cue from the cashier.
   - d. Will count out correct amount of change from a a pile of nickels, dimes, pennies and quarters (and dollar bills if necessary) with 75% accuracy.
   - e. Will move to the side of the cash register after paying so other customers can order.
   - f. Will keep his food on/in its wrapper on the tray.
   - g. Will keep sandwiches intact while he eats them.
   - h. Will wipe his hands on a napkin when they are dirty.
   - i. Will respond to the cashier's remarks.
     1. Will respond by saying "Hello" when cashier gives a salutation.
     2. Will respond by saying "Fine" when cashier says "How are you."
     3. Will respond by saying "You're welcome" when cashier says "Thank You."
   - j. Will use one hand to open the trash can door and the other hand to dump the trash in the can.

C. Steve will purchase one or more items in a convenience store/snack/novelty shops with increasing independence.

1. Will complete a purchasing routine.
   - a. Will choose a specific store or shop in which to purchase an item before leaving.
   - b. Will choose a specific item to purchase.
   - c. Will get appropriate amount of money for the item.
   - d. Will find item in store.
   - e. Will request item desired given the cue from the cashier if store is designed that way.
   - f. Will get money out of pocket given cue from cashier.
   - g. Will count out correct amount of change from a pile of nickels, dimes, pennies and quarter (and dollar bills if necessary) with 75% accuracy.
   - h. Will respond appropriately to cashier's comments.
     1. Will respond by saying "Hello" when a cashier gives a salutation.
     2. Will respond by saying "Fine" when cashier says "How are you."
     3. Will respond by saying "You're welcome" when cashier says "Thank you."

D. Steve will manage his money with increasing independence.

1. Will use the money mover.
   - a. Will get his card independently before leaving for the bank machine.

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   b. Will put the card in the machine correctly.
   c. Will read the machine directions aloud.
   d. Will complete each step of the directions.
   e. Will put money in appropriate place (wallet).
2. Will write checks to the bank for cash.
   a. Will write in the correct date.
   b. Will write in the correct amount in words using a decimal point appropriately.
   c. Will write out in words the correct amount given in written model.
   d. Will sign his first and last name in signature form.
   e. Will check to see if the check is completely filled out.
   f. Will record the amount of the check in the check book register.
   g. Will carry his check to the bank independently with his identification card.
   h. Will touch only his own belongings (wallet, check, ID card).
   i. Will respond to the cue of the teller by walking to that teller's window.
   j. Will respond verbally to the teller's comments.
      1. Will respond by saying "Hello" when the teller gives a salutation.
      2. Will respond by saying "Fine" when the teller says "How are you."
      3. Will respond by saying "You're welcome" when the teller says "Thank you."
   k. Will sign on the back of the check without initial cue.
   l. Will put money in appropriate place (wallet).
3. Will balance his money record book.
   a. Will record all money he spends.
   b. Will record all money deposits.
   c. Will use the calculator to add/subtract these amounts (a & b).
4. Will plan his expenditures for the week.
   a. Will fill out a chart of what he plans to buy.
   b. Will record what he actually bought.
   c. Will determine if he has enough money to purchase an item using a more than/less than method.
4. Will be responsible for his money.
   a. Will return all change to his money box.
   b. Will carry it with him when he is purchasing any item.

E. Steve will increase his transportation skills.

1. Will ride the bus one time weekly with increasing independence.

   a. Will choose the correct amount of money from a pile of nickels, dimes, and pennies before leaving for the bus.
   b. Will read the bus schedule.

        1. Will find the bus that goes to his destination.
        2. Will find the time that he can ride the bus within the hour.
    c. Will tell time in five minute intervals up to thirty minutes.
    d. Will actively watch for the bus.
    e. Will identify the correct bus he will ride.
    f. Will actively look for the environmental cues for the bus stop.
    g. Will pull the string when he sees the environmental cues.
    h. Will exit the bus when the bus stops at the appropriate stop.

F. Steve will follow a procedure to write entries two times daily in a letter, a diary or a novel story.

1. Will choose what he wants to write, from choices given verbally. (e.g., "Do you want to write in your diary or write a letter to your parents?") 90% of charted time.
2. Will independently write from a list of questions previously written by staff 90% of charted time.
3. Will use his spelling dictionary to look up words he cannot spell 90% of charted time.
4. Will put periods at the end of sentences 80% of charted time.
5. Will put a space between each word that is larger than the space he puts between letters 80% of charted time.
6. Will maintain his skill for writing entries across a variety of staff members 80% of charted time.
7. Will write entries quietly, only requesting help with reading or spelling specific words 80% of charted time.

GOAL III - LEISURE

A. Steve will bowl with 1 - 3 other students twice a month.

1. Will keep score for one other student.
    a. Will put other student's score on bowling sheet with verbal cues.
    b. Will put other student's score on cue card with environmental cue.
    c. Will total score with calculator independently.
2. Will verbally choose where he wants to buy a treat.
3. Will wait until spoken to to order shoes with increasing independence.

B. Steve will participate twice a week in an exercise program in the PE Gym with increasing independence.

1. Will respond to verbal cues for correct form.
2. Will ride an exercise bike for 5 minutes.
    a. Will keep both hands on the handle bars.
    b. Will ride continuously, pedaling forward with verbal cues.

3. Will participate in 5 trampoline exercises.
    a. Will do 10 knee bends with verbal cues.
    b. Will do 10 seat drops with verbal cues.
4. Will get into position modeling leader.
5. Will do exercise correctly with verbal cues.

C. Steve will visit the Boys Club one time weekly.

1. Will engage in social interaction with peer(s) for 20 minutes.
    a. Will state "I need to rest" or a similar appropriate phrase when he would like interaction to end.
    b. Will be attentive in instructional situations for five minute intervals.
2. Will respond to a peer or Boys Club staff member.
    a. Will respond to salutations without verbal cues.
    b. Will respond to requests or instructions appropriately.
3. Will engage in social interaction for five minute intervals without adult presence.
    a. Will state "I want to rest" or similiar appropriate phrase when he needs to remove self from activity.
4. Will participate in a structured activity with his "special friends" for at least 10 minutes.
    a. Will be attentive in instructional situation for five minute intervals without adult presence.
    b. Will state "I want to rest" or similiar appropriate phrase when he would like interaction to end.
5. Will participate in free time activites twice/day with his special friends for at least 10 minutes.
    a. Will choose activity.
    b. Will state "I want to rest" or similiar appropriate phrase when he would like interaction to end.

D. Steve will participate in a swimming program with increasing independence.

1. Will maintain his endurance skills by swimming 20 lengths per pool session.
2. Will jump in the deeper water of a pool five times per pool session with one initial verbal cue per jump.
3. Will tread water for 3 minutes.
4. Will increase his abilities in the backstroke, breastroke, and diving.
5. Will swim warm up of 4 laps independently reinforcing self with nickels.

6. Will swim 5 laps kicking the entire lengths without stopping.
4. Will swim 5 laps breathing every cycle the entire lengths without stopping.
5. Will use kickboard for 4 laps with model.
6. Will jump in deeper water of a pool 5 times per pool session with 1 initial verbal cue per jump.

7. **Will swim 1 lap elementary backstroke with verbal cues.**
    a. **Swims two lengths with head back.**
    b. **Swims two lengths with correct arms.**
    c. **Swims two lengths continuously kicking.**

E. Steve will participate in a downhill skiing program.

1. **Will follow procedures for renting equipment.**
    a. **Will wait until spoken to to order ski boots.**
    b. **Will independently order ski boots.**
    c. **Will follow procedures for ordering skis and poles.**
2. **Will wait at designated spot until Ski World person acknowledges him.**
3. **Will independently carry boots and poles to ski hill.**
4. **Will independently put skis on or ask for help.**
5. **Will use two rope.**
    a. **Will wait in line appropriately with verbal cues.**
    b. **Will hold rope with two hands with one initial cue.**
6. **Will ski down the hill.**
7. **Will state "I need to rest" or some similar appropriate phrase when he wishes activity to end.**

F. Steve will participate in freetime activities with increasing independence.

1. **Will work by himself at his desk for at least five minutes.**
2. **Will play with a staff member for at least five minutes.**
3. **Will play board games.**
4. **Will work by himself at his desk for at least 15 minutes.**
5. **Will play with a staff member for at least 10 minutes.**
6. **Will play two new board games with staff with verbal cues.**
7. **Will state "I need to rest" or similar appropriate phrase when he needs to remove self from situation.**

G. Steve will read a story or article three days during the week.

1. **Will answer simple who, what, when, where, why, and how questions in reference to the material he has just read during book reading times.**

GOAL IV - COMMUNICATION

A. When adults are engaged in a separate conversation or activity, Steve will tell them that he wants to talk to them and then he will comply with their response.
80% with increasing independence.

B. Steve will respond directly (i.e., quickly and without responding with another question) with increasing consistency to questions that the adult believes he knows the answer to.

C. Steve will participate in two quiet activities each day, while working aside an adult. Quiet activities are those that require minimal verbalizations (i.e., diary writing etc.).

D. Steve will define, with increasing independence, why he is "upset" or "happy" about issues other than "going home".

E. Steve will demonstrate knowledge of the concepts: above, below, behind, in front, beside, right, and left throughout his day, 90% of charted time.

1. **Will demonstrate all of the above concepts during book reading activities.**
2. **Will demonstrate all of the above concepts during cooking activities.**
3. **Will demonstrate all of the above concepts during chore time in the cottage.**
4. **Will demonstrate all of the above concepts during vocational-community outings.**

F. Steve will choose and discuss one topic when give three topic choices verbally with increasing independence.

G. Steve will describe three different characteristics of an object with increasing independence. (i.e., shape, color, function).

GOAL V - SOCIAL AWARENESS

A. The following behaviors are targeted for decrease and/or tracking:

1. **Aggression (hitting, kicking, pinching, squeezing, pushing hard, biting, pulling hair).**
2. **Agitation (pulling his hair hard or out, biting self, talking about upset, etc.).**
    3. **Attention Getting Behaviors (running off, taking things that don't belong to him, going out of bounds).**
6. **Urinating in inappropriate places.**
7. **Agitation resulting in going to rest area (differentiate whether self-initiated or not)**

B. Steve will use the toilet with increasing independence.

1. **Will follow a schedule to use the bathroom.**
2. **Will respond to a reinforcement for urinating in the toilet by decreasing his urinating off the toilet.**
3. **Will wash and dry his hands after using the bathroom.**

C. Steve will only initiate a conversation with a person whose name he knows.

1. **Will only say "Hi" when he sees an unfamiliar person.**
2. **Will wait to be introduced to a person he does not know.**

INDIVIDUAL ASSESSMENT

NAME: ___________________________

ID #: 0

CODE:

SK = Skipped, not done (comment should give reason)
VC = Verbal cue
I = Independent
PC = Cue that involve touching student
EC = Environmental cue
R = Refused

TITLE: ___________________________

CODE COLUMNS:

DESCRIPTION DATES:	/ /	/ /	/ /	/ /	/ /	/ /

SINGLE DAY TASK ANALYSIS

099 TASK:

STUDENT: DATE TASK STARTED: / /

SK = skipped, not done (comment should give reason)

I = Independent

VC = verbal cue

EC = environmental cue includes modelling, gesturing, etc.

PC = cues that involve touching the student

R = refused

ACC/NUMB= if applicable enter the number accurate or a + or - for correct or not correct.

DATE___/___/___ TIME STARTED ___:___ TIME FINISHED ___:___

STEPS	SK	ACC/ NUMB	I	EC	VC	PC	R	ERRORS:
TOTALS: _______	__	____	_	_____	______	______	_	ONLY for taking SUMMARY DATA
1								
2								
3								
4								
5								
6								
7								
8								
9								
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14								
15								
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22								
23								
24								
25								

FIVE DAY TASK ANALYSIS

IDNUM: _____ TASK: ______________________________

STUDENT NAME: __________________ DATE TASK STARTED: __/__/__

SK = Skipped, not done (comment should give reason)
I = Independent (no assistance)
VC = Verbal Cue
EC = Envioronmental Cue includes modeling, gesturing, etc.
PC = Physical Cue - involves touching
R = Refused

(Enter # cues or WRITE in SK, I, or R; Write Errors/Comments on back along with step # and date.)

DATES:	/ /			/ /			/ /			/ /			/ /		
STEPS	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC	EC	VC	PC
1															
2															
3															
4															
5															
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25															

TASK ANALYSIS FOR TRIALS

098
TRIALS TASK: .
NUMBER OF STEPS: 5

STUDENT:________________

DATE TASK STARTED: / /

SK= Skipped
I = Independent with no prompts or assistance
EC= environmental cue includes modeling, gesturing, etc.

VC= verbal cue
PC= All types of physical cues involving touching the student
R = refused

(Enter the # of cues or I, R, or SK, errors/comments can be written on back w/ step # & date)

DATE	TRIALS	I	EC	VC	PC	R	ERRORS:
	1						
	2						
	3						
	4						
	5						

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 56

CODE:
SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

RATING
* primary skill for person

TITLE: NEWSPAPER ROUTE

		DATE: ___/___/___		DATE: ___/___/___	
RATING	DESCRIPTION	CODE	COMMENTS	CODE	COMMENTS
	Gets self up for route				
*	Dresses neatly in clean clothes				
*	Is ready for work on time				
	Gets appropriate supplies				
*	Gets outerwear appropriate for weather				
*	Leaves for work on time				
	Transports self to work				
	Gets papers at site				
*	Unwraps papers				
	Discards plastic wrapping in appropriate place				
	Takes messages from paper bag if there are any				
	Reads message(s)				
	Adjusts number of papers if needed				
	Adjusts cards if needed				
	Rolls each paper				

SITE SPECIFIC ASSESSMENT

NAME: ________________________

ID #: 57

CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

		DATE: ___/___/___		DATE: ___/___/___	
RAT-ING	DESCRIPTION	CODE	COMMENTS	CODE	COMMENTS
*	Rubberbands papers				
	Indicates need to use plastic bags according to weather				
*	Counts papers				
	If not enough, buys number needed				
*	Puts all papers into newspaper bag				
*	Walks to first house on route				
	Reads each card before delivering paper				
	Matches house number to number on card				
	Reads numbers in written form				
	Reads other instructions on cards				
*	Delivers paper to proper area (memorized or written on card)				
*	Delivers paper then moves on				
	Responds appropriately through action to customer request				
	Refrains from out of bounds areas unless requested				
	Responds appropriately to social interchanges between worker and customer				

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 58

CODE:

SK = Skipped, not done (comment should give reason) I = Independent EC = Environmental cue

VC = Verbal cue PC = Cue that involve touching student R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE		DATE: ___/___/___		DATE: ___/___/___	
RATING	DESCRIPTION	CODE	COMMENTS	CODE	COMMENTS
	Walks on correct side of street				
	Looks both ways				
*	See traffic before crossing				
*	Uses sidewalk				
	Initiates interactions with people along route				
*	If problems arise, gets help				
*	When finished, walks to designated area where transportation is located				
	Walks to telephone and phones for transportation				
	Buys a treat after the route				
	Knows customers' names				
	Knows route number				
	Knows name of circulation manager				
	Phones circulation desk				
	Orders new supplies				
	Reports number of papers shorted				

SITE SPECIFIC ASSESSMENT

NAME: ___________________________ ID #: 59

CODE:

SK = Skipped, not done (comment should give reason)
I = Independent
EC = Environmental cue
VC = Verbal cue
PC = Cue that involve touching student
R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RATING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Asks to be credited when shorted papers				
	Talks to customers on the telephone when there is a complaint				
	Takes missed papers to customers				
*	Knocks on door appropriately				
	Waits appropriate amount of time before knocking again				
*	Knocks appropriately again				
*	When the door is answered, greet appropriately				
	Gives paper to customer				
	Apologizes for error				
	If no answer, leaves after second knock				
*	Identifies self to customer				
*	Identifies that he/she is collecting for the newspaper				
*	Asks appropriately for payment				
*	Identifies amount to be paid				
*	Accepts money				

SITE SPECIFIC ASSESSMENT

ID #: 60

NAME: ____________________________

CODE:

SK = Skipped, not done (comment should give reason)

VC = Verbal cue

I = Independent

PC = Cue that involve touching student

EC = Environmental cue

R = Refused

RATING

* primary skill for person

TITLE: NEWSPAPER ROUTE

RAT-ING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
*	Puts money away				
*	Makes correct change				
*	Gives receipt				
	Accepts tips				
	Says "Thank you"				
*	Moves to each house, using cards as a guide				
*	Reads information on cards and uses to relay information to customer				
	Gets change before route				
	Counts money after collecting				
	Puts tips in appropriate place				
	Fills out deposit slip				
	Waits in line				
	Gives money and deposit slip to cashier				
	Waits for deposit receipt				
	When paid, chooses to save or spend his/her money				

SITE SPECIFIC ASSESSMENT

NAME: ________________________ ID #: 61

CODE:

SK = Skipped, not done (comment should give reason) I = Independent EC = Environmental cue

VC = Verbal cue PC = Cue that involve touching student R = Refused

RATING

* primary skill for person

TITLE: **Newspaper Route Assessment**

RATING	DESCRIPTION	DATE: ___/___/___		DATE: ___/___/___	
		CODE	COMMENTS	CODE	COMMENTS
	Identifies that he needs a substitute carrier.				
	Telephones the substitute.				
	If no answer, calls back later.				
	Asks person appropriately if he can substitute for him.				
	Identifies (before calling and during call) why he needs a substitute.				
	Gives accurate details about: Days				
	Times				
	Where to pick up papers, supplies				
	Pay				
	Any other details.				
	Thanks person, whether or not he can do the route.				
	Tries until he finds a substitute.				